

**IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL  
THROUGH INTERACTIVE MULTIMEDIA AT SMPN 2 BERBAH  
IN THE ACADEMIC YEAR OF 2012/2013**

Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education

**A THESIS**



**By:  
Lanuma Rimbun Pragiwo  
06202244168**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2013**

## **APPROVAL SHEET**

### **IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL THROUGH INTERACTIVE MULTIMEDIA AT SMPN 2 BERBAH IN THE ACADEMIC YEAR OF 2012/2013**

#### **A THESIS**

**By:**

**Lanuma Rimbun Pragiwo**

**06202244168**

Approved by the Consultants in April, 2013

**First Consultant**

A handwritten signature in purple ink, consisting of a large 'O' followed by several loops and a final stroke.

**Dr. Margana, M.Hum., M.A.**

**NIP. 19680407 199412 1 001**

**Second Consultant**

A handwritten signature in purple ink, featuring a stylized 'N' and 'H' with a horizontal line at the end.

**Nur Hidayanto PSP, M.Pd.**

**NIP. 19821122 200604 1 002**

## RATIFICATION

### IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL THROUGH INTERACTIVE MULTIMEDIA AT SMPN 2 BERBAH IN THE ACADEMIC YEAR OF 2012/2013

Accepted by the Board of Examiners of the Faculty of Languages and Arts, State University of Yogyakarta in August 2012 and Declared to Have Fulfilled the Requirements for the Attainment of the *Sarjana Pendidikan* Degree of English Language Education.

#### Board of Examiners

Chairman : Ari Purnawan, M. Pd.  
Secretary : Nur Hidayanto PSP, M. Pd.  
First Examiner : Dr. Agus Widyantoro, M. Pd.  
Second Examiner : Dr. Margana, M. Hum, M.A.

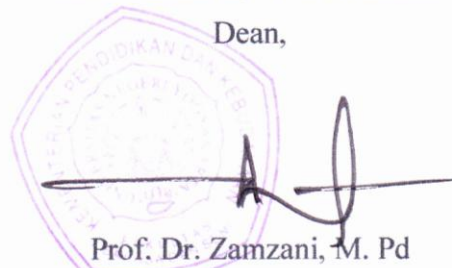


Four handwritten signatures in black ink, each on a horizontal line, corresponding to the members of the Board of Examiners.

Yogyakarta, April 2013

Faculty of Languages and Arts  
State University of Yogyakarta

Dean,



A handwritten signature in black ink, placed over a purple circular official stamp of the Faculty of Languages and Arts, State University of Yogyakarta.

Prof. Dr. Zamzani, M. Pd

NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertandatangan di bawahini, penulis :

Nama : Lanuma Rimbun Pragiwo  
NIM : 06202244168  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Fakultas : Bahasa dan Seni  
JudulSkripsi : *IMPROVING THESEVENTH GRADE STUDENTS'  
READING SKILL THROUGH INTERACTIVE  
MULTIMEDIA AT SMPN 2 BERBAH IN THE  
ACADEMIC YEAR OF 2012/2013*

Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

Yogyakarta, April 2013

Peneliti,



Lanuma Rimbun Pragiwo

## DEDICATIONS

*I lovingly dedicate this thesis to:*

*My beloved father and mother,  
My beloved two young brothers,  
My beloved boyfriend,  
and my friends, especially Caca.*

## MOTTOS

*“Robbisy-Rohilli Shodrii Wayassirlui amrri wahilul’uqdatam millisaani yafqohuu qouli”*  
*Ya Allah, lapangkanlah dadaku, mudahkanlah urusanku, lepaskanlah ikatan lisanku agar mereka paham maksudku. Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah kamu berharap.*  
*(Alam nasyrah 5:81)*

*Lakukanlah yang terbaik untuk hidupmu, seakan kamu akan mati hari ini.*  
*Kemenangan (keberhasilan) hanya dapat dicapai dengan kesabaran. (H.R. Athirmidzi)*

*MAN JADDA WA JADA*  
*"Barangsiapa bersungguh-sungguh pasti dapat"*

## ACKNOWLEDGMENTS

*Alhamdulillah*, praise be to Allah SWT, the Almighty, for the mercy and strength so that the writer can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace. In this opportunity, she would like to thank to all of those who have supported and guided her in the process of writing this thesis.

The first appreciation and thanks are due to the first and second consultant Dr. Margana, M.Hum., M.A. and NurHidayanto PSP, M.Pd. who have given their advices and guidance in the accomplishment of this thesis. Thanks are also due to her academic consultant, Anita Triastuti, M.A., and the lectures of English Language Education Department who have given knowledge to her. The writer would also like to thank the big family of SMPN 2 Berbah, who have permitted the writer as the researcher to carry out the research and who has worked collaboratively in doing the research. Many thanks go to the students of Class VIIC for their cooperation and collaborations, N TienSuwartini, S.Pd., the English teacher who had been the collaborator of the researcher during the research, RisSantosaS.Pd., the headmaster, and all teachers and staffs in SMPN 2 Berbah for their kindness.

Special thanks go to the writer's beloved and wonderful parents (Sri CahyoHadiand Sri Hastuti), and my two younger brothers (IswahyudhoWigunaWiwoho and Bintang Padma Meiharja), who have given their prayers and support to finish this thesis. Special thanks also go to my boyfriend (Khanifan S.H). She thanks him for his love, support, and prayers. Last but not

least, the writer is grateful to my best friend (Caca) for being my friend in learning and living.

The writer hopes that the thesis gives worth while contributions to the improvement of the English teaching and learning process. Finally, she realizes that this thesis is far from being perfect so that she welcomes for any advices, criticisms, and comments.

Yogyakarta, April 2013

The Writer



## TABLE OF CONTENTS

	Page
<b>TITLE .....</b>	i
<b>APPROVAL SHEET .....</b>	ii
<b>RATIFICATION.....</b>	iii
<b><i>PERNYATAAN</i> .....</b>	iv
<b>DEDICATIONS .....</b>	v
<b>MOTTOS .....</b>	vi
<b>ACKNOWLEDGEMENTS.....</b>	vii
<b>TABLE OF CONTENTS.....</b>	ix
<b>LIST OF TABLES .....</b>	xiii
<b>LIST OF FIGURES .....</b>	xiv
<b>LIST OF APPENDIC.....</b>	xv
<b>ABSTRACT .....</b>	xvi
 <b>CHAPTER I: INTRODUCTION .....</b>	 1
A. Background of Study .....	1
B. Identification of the Problem .....	3
C. Delimitation of the Problem.....	6
D. Formulation of the Problem .....	6
E. Objectives of the Research .....	6
F. Significance of the Research .....	7
 <b>CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK .....</b>	 8
A. Review of Theories .....	8
1. The Nature of Reading .....	8
a. The Definition of Reading .....	8
b. Types of Reading Performance.....	10
2. Reading Skills .....	11

3. Reading Approaches.....	14
4. The Teaching of Reading .....	15
a. Reading as a Foreign Language .....	15
b. Teaching Reading in English as a Foreign Language.....	15
c. The Components in Teaching Reading .....	16
a) The Students.....	16
b) The Teachers.....	16
c) The Materials.....	17
5. Specific Learning Outcomes of Reading Skills in Junior High School.....	20
6. Interactive Multimedia.....	21
a. Definition of Interactive Multimedia.....	21
b. The Role of Interactive Multimedia in Education.....	22
c. The Role of the Teacher for Implementing Interactive Multimedia.....	24
d. The Advantages of Interactive Multimedia.....	26
B. Significant Study .....	28
C. Conceptual Framework .....	28
<b>CHAPTER III: RESEARCH METHOD.....</b>	<b>31</b>
A. Research Type .....	31
B. The Subjects of the Research.....	31
C. Research Setting .....	31
D. Research Procedures .....	32
E. Data Collection Technique .....	35
F. Data Analysis .....	36
G. Data Validity.....	37
H. Reliability.....	38
<b>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS .....</b>	<b>39</b>
A. Research Finding .....	39

1. Reconnaissance.....	39
a. Identification of the Field Problems.....	39
b. Determining Actions to Solve the Problems.....	42
c. The Relationship between the Urgent Problems, the Action, and the Function of the Action.....	43
B. The Implementation of the Action and Discussion .....	38
1. Report of Cycle I .....	44
a. Planning .....	44
b. Action and Observation in Cycle I .....	47
1) Implementing the Interactive Multimedia To Improve Students' ReadingComprehension the First Meeting.....	47
2) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Second Meeting.....	50
3) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Third Meeting.....	53
c. Reflection .....	55
d. Summary of Cycle I.....	63
2. Report of Cycle II.....	64
a. Planning .....	64
b. Action and Observation in Cycle II.....	65
1) Implementing the Interactive Multimedia To Improve Students' ReadingComprehension in the Four Meeting .....	66
2) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Five Meeting .....	70

3) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Sixth Meeting.....	73
c. Reflection .....	75
d. Summary of Cycle II .....	82
C. The General Findings.....	83
<b>CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS</b>	<b>86</b>
A. Conclusions .....	86
B. Implications .....	87
C. Suggestions .....	88
<b>REFERENCES</b> .....	<b>89</b>
<b>APPENDICES</b> .....	<b>91</b>

## LIST OF TABLES

	Page
Table 1 : Problems in the Reading Teaching and Learning Process in Class VII at SMPN 2 Berbah in the Academic Year of 2012/2013.....	41
Table 2 : Prioritized Problems according to the Urgency Level .....	42
Table 3 : The Action Applied in the Research .....	42
Table 4 : The Relationship between the Urgent Problems, the Action, and the Function of the Action .....	43
Table 5 : The Problems and the Expectations.....	45
Table 6 : The Result of Students' Reading Comprehension Test in Cycle I ...	62
Table 7 : The Result of the Students' Post-test.....	82
Table 8 : Result of the Action Research Study .....	84
Table 9 : The summary of the result of the pre-test and post-test.....	85

## LIST OF FIGURES

	Page
Figure 1 : Types of Reading Performance.....	11
Figure 2 : Ahmad model in Levy .....	24
Figure 3 : Farrington model in Levy .....	25
Figure 4 : Steps of action research .....	33

## LIST OF APPENDICES

	Page
Appendix 1 : Field Note.....	91
Appendix 2 : Interview Transcript.....	106
Appendix 3 : Observation and Interview Guideline.....	118
Appendix 4 : Course Grid.....	124
Appendix 5 : Lesson Plan.....	131
Appendix 6 : Blueprint.....	173
Appendix 7 : Reading Comprehension Test.....	174
Appendix 8 : Students' Scores.....	185
Appendix 9 : Photographs.....	187
Appendix 10 : Permitting Letter.....	188

**IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL  
THROUGH INTERACTIVE MULTIMEDIA AT SMPN 2 BERBAH  
IN THE ACADEMIC YEAR OF 2012/2013**

**By: LanumaRimbunPragiwo  
NIM 06202244168**

**ABSTRACT**

The objective of this research is to improve Grade VII students' reading comprehension ability at SMPN 2 Berbah in the academic year of 2012/2013. The study attempts to be one of the efforts to solve the problems related to the students' reading comprehension ability through interactive multimedia.

The type of this research is action research. The steps of this research are reconnaissance, planning, conducting action and observation, and having reflection. The participants of the research are the researcher, the English teacher, and the students of Grade VIIC of SMPN 2 Berbah. There are two forms of the data in this study. They are qualitative and quantitative data. The qualitative data are obtained through observing, interviewing the students and the English teacher, and holding the discussion with the English teacher as a collaborator. Meanwhile, the quantitative data are obtained from the pre-test and the post-test. Furthermore, this research applies theoretical and time triangulation to get trustworthiness. In addition, the validity of the data is obtained through democratic validity, outcome validity, catalytic validity, dialog validity and process validity.

There are three results shown by this study. First, the use of the interactive multimedia improves students' reading comprehension ability. The students comprehend the reading text easily. Their improvement can also be seen from their progress on the post-test. In the pre-test, their mean is 60.8 while the mean of the post-test is 68.05. In reference to this, the gain score is 7.25. Second, there are some students' positive behaviours toward the implementation of the interactive multimedia related to their participation in the class. They are more active than before in every activity, they are willing to participate in making prediction and guessing meaning. Third, most of students' positive behaviours are shown by the students toward the implementation of the interactive multimedia related to their interest in joining the activities. They are interested in completing the tasks and they are interested in reading the English text.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Reading has been considered one of the most important skills that should be acquired. Based on the standard of competence for the reading skill (2006: 130) it is stated that students of junior high schools should be able to understand the meaning of functional written texts and simple short essays in the form of descriptive and recount that are related to surrounding. People in the world have learned to read for a variety of reasons. First, it can be said that reading is the stepping stone of learner's success in education and his life. Without the ability to read effectively, a learner will lose many opportunities of his/her personal fulfillments and his education in the future. Second, the ability to read opens up new world and opportunities for both children and adults. It enables them to gain new knowledge, enjoy literature, and do everyday things that are parts of modern life, such as, reading the newspaper, novel, short story, manual instructions, maps, and so on.

It has been known that the teaching of reading is not simple as people think for example; if the teachers do not provide effective learning materials, the students feel bored to get involved in the teaching learning process because they assume that reading is a boring activity. If it continuously happens, the teaching and learning process harms the creativity of the students. Moreover, if the teacher only gives materials based on textbooks, the students are not interested in the

texts. In addition to this, the textbook materials seem monotonous, so that the students do not have the motivation to read.

Students' inability to comprehend English texts is also seen at SMP N 2 Berbah. From the interviews with the English teacher, the researcher found that the students have low comprehension of texts. It is reflected by their incapability in finding the main idea. They also find difficulties in getting meanings of difficult words. Moreover, the students cannot relate the information from paragraph to the other paragraphs. Sometimes, when they just read a text and they have to tell about the text, they know nothing. It means that the students do not know exactly how to comprehend the texts. Consequently, the students get nothing in reading as they find difficulties in grasping the information of texts. The students' inability to comprehend texts is caused by some factors as mentioned in the next paragraph.

First, the students are not interested in the teaching reading and learning process of reading. Instead of doing the activity on reading, they spend their time to talk with their friends in the classroom. When the teacher asks them some questions about the text being discussed, they do not answer or answer the questions unserious furthermore the students also come late to the class.

In the teaching and learning process of reading in this school, the teacher talk seems to talk dominant. The teacher talks a lot in teaching and learning process. She focused on explaining all of the material that are mostly taken from *Lembar Kerja Siswa (LKS)* although sometimes She uses books taken from BSE.

After that She asked her students to answer the reading comprehension questions. She only taught what the textbooks say without making adjustment to make the class atmosphere more alive, interactive, and communicative. As a result, there was a little interaction between the teacher and the students and/ or among the students.

Those are the reasons why the researcher is interested in improving the student's reading skill by using interactive multimedia for the grade VIIC of SMP N 2 Berbah Sleman. Interactive multimedia is expected to be an alternate medium to aid the students. By applying interactive multimedia, the students are hoped to be motivated in learning English and assume it as an easy subject.

Based on the explanation above, the researcher thinks that the implementation of interactive multimedia in the teaching learning process in the reading will give valuable contribution to improve the quality of English learning. Therefore, there is a need indeed to do this action research.

## **B. Identification of the Problem**

There are two problems which are identified in this research: internal and external problems. The difficulties of a reading process belong to the internal problem. As stated by Murcia (2001: 154), there are six general component skills and knowledge areas have been identified within the complex process of reading. They are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/ world background knowledge,

synthesis and evaluation skills, metacognitive knowledge and skills monitoring. Based on the complexity it can be concluded that reading is difficult.

The first factor influencing the seventh grade student's reading skill at SMP N 2 Berbah was the low vocabulary mastery. It happened to many students of Grade VIIC at SMP N 2 Berbah in the academic year of 2012/2013. They were confused and did not understand English texts that the teacher gave. The students did not understand English texts because they had low vocabulary mastery. It became worse when the text that was given by the teacher was long. The students were not accustomed to guessing the meaning of the difficult words and were lazy to check them out in the dictionary. They preferred to ask to the teacher the meaning of the difficult word they found than to check them out in the dictionary. So, they had difficulties in the answering the questions related to the text and did not comprehend the text well.

The second factor related to the students. Most of the students found difficulties in the comprehending texts. They often got difficulties to understand the meaning of the words because the words were unfamiliar. Then, although learners knew how to read, their reading skills and reading strategies were poor. As a result, when the teacher gave them comprehension questions, most of them gave not fully correct and even incorrect answers.

The third factor is English teachers of SMPN 2 Berbah that still use textbook – based teaching in their teaching processes. Most of them only use

some books and have the students do the activities in the books. The researchers do not give any additional up to date materials from other book resources.

The fourth factor is the novelty of the materials. The teacher sometimes does not realize that the materials they have chosen are monotonous. The learners experience the materials which are inconvenient to their impulse in learning. The fifth factor is the despicable materials used by the teachers contain less creativity and have no attractive content to the students. The teachers should choose materials consisting of creativities which can improve the students' motivation in reading materials.

The next factor is that the students of SMPN 2 Berbah have low motivation in reading English texts. Their curiosities in reading are influenced by the existence of a situation and condition of the teaching and learning process which enable them not to read the texts.

The last factor is the media used by the English teachers of SMPN 2 Berbah are conventional in nature as the only use old textbooks. The teachers present materials from other resources such as function in English printed in 1989. They do not maximally use the teaching and learning media provided by the school for example, interactive multimedia and internet. Sometimes, they have some difficulties in preparing and using the media, so they choose not to use the modern media.

### **C. Delimitation of the Problem**

Based on the problem identification, it is impossible to deal with the problems of the students of SMPN 2 Berbah. The researcher had a study in improving students' reading skill. A new learning (media) which correspond to the use of internet improves the students' reading skill. Using interactive multimedia to present the material encouraged the students' interest in reading because it may embrace authentic and various materials which are interactive enough for the learners.

### **D. Formulation of the Problem**

Based on what the writer has discussed in the background of the problem, identification of the problem, and the limitation of the problems, the formulation of the problem in this research can be formulate as follow:

How could interactive multimedia be implemented to improve students' reading comprehension ability at SMPN 2 Berbah of Grade VII in the academic year of the 2012/2013?

### **E. Objective of the Study**

This study is aimed at improving grade VIIC students' reading skills through Interactive Multimedia at SMPN 2 Berbah in the academic year of 2012/2013.

## **F. Significance of the Study**

There are expecting benefits to be achieved from this study. The result of this study is expect to give contribution to the researcher, the English teacher of seventh grade and the headmaster of SMPN 2 Berbah and future researchers.

This study contains two types of significance namely theoretical and practical significance. For the theoretical significance, this study is expected to be a reference for those who want to conduct research about improving students' reading comprehension ability through the interactive multimedia. In addition, this study is able to support the educational world issue that the interactive multimedia is beneficial to improve the students' reading comprehension ability because the interactive media is useful in activating students' background knowledge and developing students' vocabulary mastery by making prediction of the content of the text and guessing the meaning of the difficult words.

Regarded as the practical significance, for the English teachers of SMPN 2 Berbah, the research can be used as a means to improve the students' reading comprehension ability in encouraging the achievement of students' learning output in English. Moreover, for the researcher herself, the result of the research can develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education, her life, and experience.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter discusses some issues which lead to the conceptual framework. They are the nature of reading, reading skills, reading approaches, the teaching of reading, specific learning outcomes of reading skills in Junior High School, and interactive multimedia. The literature review firstly discusses the theoretical framework. A conceptual framework is also presented afterwards.

#### **A. Review of Theories**

##### **1. The Nature of Reading**

###### **a. The Definition of Reading**

Many experts propose a definition of reading. Alderson (2000: 3) for example, defines reading as interactive between the reader and the text. In this process, the reader also thinks the meaning of the interaction to him, the relation between the meaning and his knowledge, and his expectations from reading the text.

Supporting this, Celce-Murcia (2001: 154) also views reading as an interactive process. It involves a text, a reader and a social context in which the reading process occurs. She says that the transaction includes the readers' action on interpreting the text. This implies that the readers' past experiences, language background, and culture framework, as well as the readers' purpose for reading influence the readers' interpretations about the text.



In line with Alderson and Celce-Murcia, Alyousef (2005: 144) defines reading as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the readers interact dynamically with the text as they try to get the meaning and used various kinds of knowledge, linguistic or systematic knowledge through top-down processing.

Another definition is proposed by Grabe (2009: 14). He states that reading is centrally a comprehending process. People read to understand what the writer intended to convey in writing, though they also do more. In addition, he says the one reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal.

Celce-Murcia (2001:154) states that reading is a complex, interactive process. Reading involves a text, a reader and a social context in which reading takes place. In reading, meaning is constructed through interpretation of written symbols that represent language. The interpretation is influenced by the reader's past experiences, language background, cultural framework and purpose of reading.

Meanwhile, Alderson (2000:3) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and to what expects to come next in the texts.

Based on the discussion above, the researcher can conclude that reading is an activity to grasp any information with various strategies from which the writer

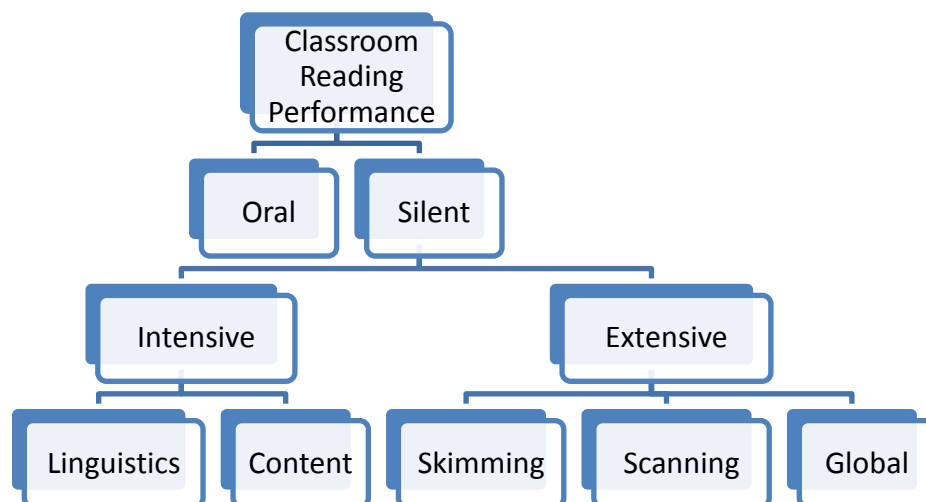
is trying to deliver. In another word, reading is an activity to comprehend the writer's message in order to get a lot of knowledge.

#### **b. Types of Reading Performance**

Brown (2001:312) asserts that there are two types of classroom reading performance, namely oral and silent reading. Oral reading in the beginning and intermediate levels are used as an evaluative bottom up skills and examination of pronunciation. Thus, oral reading is not the real authentic language activity. Moreover, other students will lose attention while a student is reading orally.

Silent reading is divided into intensive and extensive reading. Intensive reading, analogous to interactive listening, is, is usually a classroom-oriented activity in which students focus linguistics or semantic details of a passage. Besides, intensive reading requires students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.

Day and Bamford in Harmer (2001:204) note that extensive reading can improve the students' comprehension skills and develop automatic recognition of words since the more language they acquire, the better they get at reading activities. Thus, extensive silent reading is the best way to improve the students' reading ability.



**Figure 1: Types of Reading Performance**(Brown, 2001:312)

## 2. Reading Skills

Mikulecky (1990:25) defines reading skills as the skills that foster the thinking process which reader needs to develop further in order to read a standard language effectively. These skills involve a variety of skills as follows.

### a) Automatic decoding

This skill is needed by the reader in order to be able to recognize a word at glance.

### b) Previewing and Predicting

By giving the text a quick once over, the reader is able to guess what is to come.

### c) Specifying purpose

The reader is able to know why the text is being read.

### d) Identifying genres

The reader is able to know the nature of the text in order to predict the form and context will be.

e) Scanning

By looking at a text very rapidly, the reader is able to find out the specific information in a text.

f) Skimming

The reader is able to process a text rapidly at many levels in order to get an overall picture of it.

g) Guessing the meaning of unfamiliar words

By using such clues as knowledge of word parts, syntax and relationship patterns

h) Stating main idea

The reader is able to know what the author is expressing about the topic.

i) Making inference

The reader is able to read between the lines and uses the evidence in the text to know things that are unstated.

j) Paraphrasing

The reader is able to express the text in his own words to see his comprehension of the text.

Reading also involves some skills. Gebhard (1996:197) suggests some skills used to read. They are ability to skim the text to find the general idea, ability

to scan the text to get specific information, understanding the meaning of the passage and ability to evaluate the writer's argument. He also suggests some strategies to comprehend the text. They are skipping the unfamiliar words, predicting the meaning of unfamiliar words, guessing the meaning of unfamiliar words from context, not constantly translating, looking for cognates, having knowledge about the topic, drawing inferences from the title, using all of information in the paragraphs to comprehend the unfamiliar words, trying to figure out the meaning of a word by the syntax of the sentence, studying pictures and illustrations, and rereading to check comprehension.

Grabe in Alderson (2000:13) notes that fluency is the central foundation for efficient reading and can be gained through automatic recognition skills, vocabulary and structural knowledge, formal discourse structure, content/ world background knowledge, synthesis and evaluation skills and meta cognitive knowledge, such as skimming, previewing and using context to solve misunderstanding.

Meanwhile, Nuttal (1996:13) proposes four reading skills, namely skills involving flexibility of technique such as variations in reading, skimming, scanning, study reading, etc. Skills of utilizing information that it not strictly speaking part of the text itself: reference apparatus, graphic conventions, illustrations and diagrams. Word-attack skills: how to tackle unfamiliar lexical items by using morphology, inference from context, etc, or by using dictionary. Text-attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure. Furthermore, the last

point is the most important skills. The text-attack skills are central to reading process and are complex and under-described, in spite of revival of interest in this field.

### **3. Reading Approaches**

Goodman in Brown (2001:299) asserts that there are two approaches in reading process, namely bottom-up and top-down processing. In bottom-up processing, the reading firstly identifies the multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues and discourse markers) and uses the linguistic data processing mechanisms to impose some sort of order on these signals. The reader selects the symbols that form a whole and interprets the meaning. Arriving at the meaning is therefore the final step in the process.

Meanwhile, top-down approach requires the reader to interpret the text by moving the highest unit analysis to the lowest. The reader makes use of his existing knowledge to predict the text's meaning (Goodman in Alderson, 2000:17). In addition, the top down approach requires the reader to make use of his knowledge of the structure of the text and how the language works, motivations, interests and attitudes towards the text and context it contains (Nunan, 1993:79). Thus, top-down approach emphasizes on the importance of the knowledge that the reader brings to the text.

However, Brown (2001:299) proposes that the combination of bottom-up and top-down processing or interactive reading becomes two important bases in

the successful teaching methodology. Moreover, Nuttal (1996:83) notes that a reader needs to move from lower to higher or from higher to lower elements. This process is called interactive process. In interactive process, insufficient at one level can be compensated for by any other level, regardless of whether it is higher or lower in the hierarchy (Harmer, 2001:201).

#### **4. The Teaching of Reading**

##### **a. Reading as a Foreign Language**

Reading is a complex process. It involves linguistic and cultural background knowledge and the reader's purpose for reading. Thus, there are differences in reading comprehension abilities between the first and the second language readers. The second language reader has weaker linguistic skills, limited vocabulary and structure and lack of the second cultural knowledge and the organization of texts than the first language reader. However, the second language reader is able to rely on their first language knowledge and reading ability to read second language reading (Celce-Murcia, 2001:184). In addition, Hoffman and Heath in Mikulecky (1990:29) assert that the students could be allowed to do problem solving of reading skills in their own language if necessary in order to facilitate the development of the cognitive process.

##### **b. Teaching Reading in English as a Foreign Language**

Teaching foreign language reading is different from the first language. Teaching reading in a foreign language aims to teach how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996:3). In addition, Brown (2001:7) states that

teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Teaching reading then is guiding and facilitating learning to read, enabling the learners to learn to read and setting condition for learning to read. Thus, there are many components involved in teaching of reading.

### **c. The Components in Teaching Reading**

#### **a) The Students**

The role of students in a reading instruction is related to their motivation to participate in the reading activities in the class. Murcia (2001:199) states that motivation is another key to successful reading because it has an important impact on the reading development. Students who have no motivation will not be interested and motivated to read texts and build their energy to join the reading activities. Hence, the impact of it will be that the students' reading skills will not be developed well although they read texts in their reading class. On the contrary, if students have intrinsic motivation, it will be easier for them to enjoy the reading activities and reach the purpose of it. Also, the teachers can easily help them develop their reading skills through reading activities given in the class. Therefore, motivation makes a real difference in students' reading motivation and development, and teachers need to consider how to motivate students to be active in reading activities.

#### **b) The Teachers**

Mahon in Mikulecky, (1990:31) says that the teacher is the most important element in a reading class, for her attitude influences students and their



performance. The teacher of this component (reading) should provide her students:

- 1) An anxiety free atmosphere so they will feel free to experiment with a new reading style
- 2) Practice so they will master new strategies
- 3) Pressure in the form of persuasion and timing

The teacher must take responsibility for the students' progress (Nuttal, 1987:148). The teacher's responsibilities include these

- 1) finding out what the questions can do and what they cannot do, and working out a program aimed at giving them the skill they need
- 2) choosing suitable texts to work on
- 3) choosing or devising tasks and activities to develop the required skills
- 4) preparing the class to undertake the tasks
- 5) making sure that everyone in the class works productively and extracting maximum effort and best results by encouraging the students, and by prompting and probing until they produce the answer, instead of telling them what it is
- 6) Making sure that everyone in the class improves reading steadily according to his own capabilities.

### **c) The Materials**

Nuttal in Brown (2001:314) proposes three criteria for choosing reading materials for students. They are presented below.

### 1) Readability

Readability is the combination of structural and lexical difficulty. Reading materials should be appropriate to the level of the students. The teacher should know the students' language mastery. The teacher may consider the purpose of reading to select the materials. For example, in the intensive reading exercise the teacher needs to select reading materials and gives a chance for the students to improve their vocabulary acquisition. Meanwhile, for the purpose of extensive reading, the teacher is suggested to give small proportion of new words.

### 2) Suitability of Content

The material for students should be interesting, enjoyable, challenging and appropriate for their goals in learning English. The followings are the guidelines.

- a) Will the text tell the students things they do not already know, introducing them to a new and relevant ideas, make them think they haven't learned before, help to understand others' feeling or thinking, and make them read for themselves?
- b) Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language?
- c) If there are new lexical items, are they worth learning on this level and not numerous? Are some of them understandable by means of inference from the text?

- d) Does the text bring them to intensive study? Does it make the teacher able to ask good questions? Does it device other forms of exploitation; make the students draw a map, diagram or graph? Can the teacher ask students to reprocess the information of the text? Can the content of the text make students have discussion, debate or role-play?

### 3) Exploitability

Exploitation refers to facilitation of learning. Therefore, the text must facilitate the learning. It means that the text has to develop the students' competence in reading. The text has no use if it cannot be exploited.

In this case, in teaching reading, the text must be able to develop the students' skill in reading. For example, from the language that is expressed the students can try to extract the content. However, the teacher should also consider the interesting materials to motivate students in reading the text. Therefore, reading materials should be interesting and enable to be exploited.

Brown (2001:302) also states that the success of teaching reading depends on the use of reading material. The choice of the materials influences the students' motivation to read and their treatment with the text. Meanwhile, Nuttal (1996:48) asserts that the students are required to read authentic texts because they also need to get information from them in the real life. The authentic materials can present a bridge between the classroom and outside the world (Lee in Jordan, 1997:114).

## **5. Specific Learning Outcomes of Reading Skills in Junior High School**

The goals of the teaching for senior high students in years 1, 2, 3 are similar and different in some ways. Based on the 2006 English syllabus for junior high schools, the students in Year 1 are expected to be able to read texts in the forms of recount, narrative, procedure, new items and descriptive and also functional texts, such as advertisements, announcements, and invitation. In Year 2, the students are expected to be able to read texts in the forms of report, narrative, spoof, hortatory exposition and analytical exposition and functional texts like banners, posters and pamphlets. Meanwhile, in Year 3, the students are expected to read narrative, explanation, discussion, review texts, and functional texts in the forms of banner, poster and pamphlet.

The 2006 English syllabus for junior high schools also states some specific learning outcomes of reading comprehension. The specific learning outcomes of the reading comprehension in the first, second and third year levels are similar. The specific learning outcomes of the reading comprehension in senior high schools are as follows:

- (a) getting specific information from the text,
- (b) getting the general information from the text,
- (c) getting explicit main ideas from the text/paragraph,
- (d) getting implicit main ideas from the text,
- (e) getting all of the detailed information from the text,
- (f) getting implicit information from the text,
- (g) deducing the meaning from the context, and

(h) getting pleasure and enjoyment.

In addition, it is advised for the teachers to apply the three phase reading technique to hold the reading activity. The three phase reading technique divides the technique of teaching reading into pre-reading, while-reading, post-reading. The pre-reading phase is a stage to prepare the learner or what they are going to read. Meanwhile, the while reading phase is a stage to help the students to understand the text, and the post-reading phase is a stage to help the students to extend on what they have learned, and to use a different skill such as speaking or writing. The technique helps not only with the problem of the learners' motivation but also with other problems of language such as vocabulary, grammar, pronunciation, etc.

## **6. Interactive Multimedia**

### **a. Definition of Interactive Multimedia**

Nowadays the use of interactive multimedia in the teaching and learning process is very popular. By implementing this media during the English lesson will make students enjoy their without feeling bored and sleepy. There is some definition about interactive multimedia.

Multimedia can be defined in many ways, depending on one's perspective. Vaughan (2008) states multimedia consists of any combination of text, art, sound, animation, and video by computer or other electronic or digitally manipulated means. It is richly presented sensation. He also tells that Multimedia is a woven combination of digitally manipulated texts, photographs, graphics, arts, sounds, animation, and video elements. When users allow an end user also known as the

viewer of multimedia project in order to control what the elements are delivered, it is called interactive multimedia.

In addition, Newby (1999) states the term multimedia communicates the notions of a system in which various multimedia (e.g. text, graphics, video, and audio) are integrated into single delivery system under computer control. It is called an interactive multimedia when it weaves together text, graphics, animation, data, video, and audio from various sources including a videodisc, a CD, and the computer itself.

Based on the explanation above, the definition of interactive multimedia is various, but it still has same feature that consist of text, graphics, animation, data audio, etc. it supposed to make teaching and learning easier, better understanding more engagement and more pleasure, therefore the English teaching and learning process will run smoothly and more fun without feeling bored, especially when students have reading activity.

#### **b. The Role of Interactive Multimedia in Education**

In relation to interactive multimedia or one of the application of computer for language teaching and learning, it has many roles in education, they are better learning and retention, addresses different learning styles and preferences, effectiveness across learning domains, realism, motivation, interactivity, individualization, consistency, and learner control, Newby et.al (2000: 108). They are elaborated as follows:

- 1) *Better learning and retention and retention*, interactive multimedia provides multiple learning modalities and actively involves learners.
- 2) *Addresses different learning styles and preferences*, the incorporation of multiple modalities provides opportunities for teaching individual learners.
- 3) *Effectiveness*, it can be used for psychomotor training, such as learning CPR techniques; to present simulations that provide opportunities for problem-solving and higher-order thinking skills; and even to address affective components of learning.
- 4) *Realism*, interactive multimedia provides a high degree of realism. Students can actually see and hear the speech as he originally gave it.
- 5) *Motivation*, multimedia instruction represents a natural avenue for exploring the information revolution.
- 6) *Interactivity*, the computer can present information, elicit the learner's response, and evaluate the response.
- 7) *Individualization*, the computer's branching capabilities allow instruction to be tailored to the individual. The computer can provide immediate feedback and monitor the learner's performance.
- 8) *Consistency*, it can be equally important to ensure that specific topics are dealt with in the same way for all learners.
- 9) *Learner control*, computers can give the user control of both the pace and the sequencing of instruction. Fast learners can speed through the program, while slower learners can take as much time as they need.

### c. The Role of the Teacher for Implementing Interactive Multimedia

The role of teacher in the real implementation of interactive multimedia depends much on how important the teacher is in the teaching learning activities. Levy (1997 : 100) explained two roles of teacher in the learning. They are as follows:

#### 1. Teacher a contributor

In order to explain the role of teacher as contributor, Levy in Ahmad's model (Levy, 1997 : 100 as a cited in Ahmad, 1985) and Tarrington's Triangular model (Levy, 1997 : 100 as cited in Tarrington, 1986). Ahmad's model describes the Farrington describes the relation explanation, the can be illustrated as the figure below:

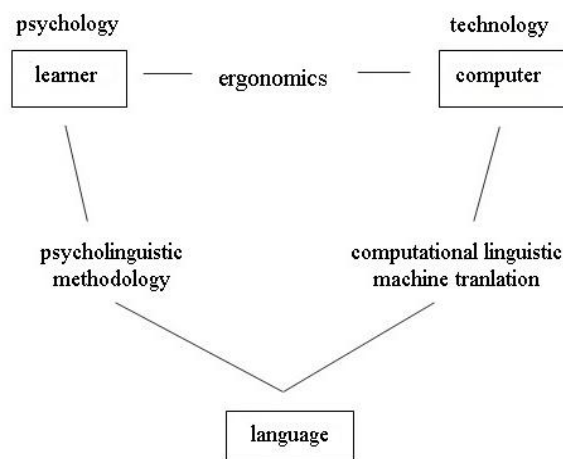


Figure 2: the Ahmad model in Levy (1997: 101)



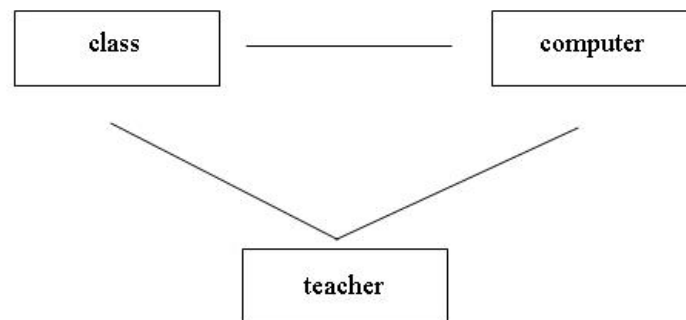


Figure 3: the Farrington model in Levy (1997: 100)

From the illustration above, the Ahmad's model focuses on three main factors, namely learner, computer, and language. Those factors have relationship. In Ahmad model, a computer plays essential part in the teaching learning activities. The computer acts as a tutor to present the materials and conduct exercises. The computer acts as a tutor to present the materials and conduct exercises. The learners work individually with a computer and the role of teacher is minor. However, the presence of teacher is demanded to control the teaching learning process. Besides, learners also need teacher's assistance in accomplishing the task since a computer cannot fully replace teacher's role.

On the other side in Farrington's model, the role of the computer is as a tool rather than a tutor. In Farrington's model, teacher's role becomes more significant in organizing the teaching learning activities. Teacher conducts whole class interaction with the computer. It means that learners do not work individually with computers.

## 2. Teacher as an author

The role of the teacher in the implementation of the interactive multimedia is as the creator of the materials and the programs. Here, the teacher requires good knowledge of and skills in operating the computer. The advantage of having knowledge of technology, especially computer is that a teacher can produce learning materials and activities based on student's needs and proficiency level.

Finally in this research, the role of teacher in the real implementation of interactive multimedia is as contributor in which a computer plays essential part in the teaching learning activities and the role of teacher is minor and more significant.

### **d. The Advantages of Interactive Multimedia**

Interactive multimedia is related to the role of a computer as the center of the used media. This media can bring some advantages to those who are computer literate and also bring disadvantaged to those who are illiterate.

Lee and Owens (2004: 123-124) tell that one of the strengths of multimedia is the capacity for interaction. The amount of exciting work can be done through multimedia. Buber-Powell in Mishra and Sharma (2005: 61) mention multimedia enables both the students and the teacher to control the content flow of information. A major part of using multimedia in instruction involves engaging students' activities such as conversations and chats about external representation that use concepts, symbols, models, and relationships. As a

result, multimedia has introduced important changes in the educational system and has impacted the way teacher communicate information to the learners.

Sankey in Mishra and Sharma (2005: 145) states that one of the most obvious benefits of utilizing interactive multimedia is providing an arrangement of resource that can be incorporated into a lesson plan and providing learning experiences. However, if it is not handled correctly it may create disadvantages to the learning process as sometimes the teacher needs to add or delete some materials considering to on the spot situation. Individual differences both low and high will bring some problem as well. For example learners may have to direct attention simultaneously to different representations, especially if multiple representations are combined with other dynamic components, such as complicated sounds, animated movement, and interactive text. This requires the learners to process large amount of information at the same time.

Tomlinson (1998: 109) states that the use of media especially multimedia has thus been encouraged so as to allow for the interplay of a variety of media resources to enrich the learning-teaching environment. Input from a variety of sources and in various forms can lead to storage and recall from both the left and right brain.

From the explanation above, it can be concluded that the use of interactive multimedia in the teaching-learning process is very important. It will make the atmosphere of the classroom more interesting and engaging.

## **B. Significant Study**

This study is supported by a previous study done by Bestari Prameswari entitled "*IMPROVING GRADE X STUDENTS' READING COMPREHENSION ABILITY THROUGH INTERACTIVE PROCESSING AT SMAN 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2011/2012*". After giving a treatment in the class The use of the interactive processing made the students comprehend the text given without asked the teacher to translate it. Also the students comprehended the given text. As the result, the students' reading comprehension improved.

The study indicated that the use of interactive processing gave positive influence to the students' reading comprehension. In addition, the teaching and learning of reading by interactive processing are effective to improve the students' reading comprehension in SMAN 1 Prambanan.

## **C. Conceptual Framework**

In the teaching and learning process of reading, the selection of the appropriate technique, media and materials is very important in determining the success of its process. The appropriate techniques can improve the students' in the reading practices. The selected teaching and learning material and media are also important. They will also influence the students.

Providing interactive multimedia in the teaching and learning process of reading is very helpful because it provides the interesting and joyful learning environment for the students. This offers a large chance for the students to learn language without pressure. Besides, it also the encouraged and motivated learn language through interactive multimedia maximally. The high motivation from

the students can improve their reading skills through the interactive multimedia activities in the classroom.

Based on the consideration above, a conceptual framework is constructed on the good influence of using interactive multimedia in the teaching learning process. This conceptual framework is aimed to improve interactive multimedia for teaching reading features of text to the grade VII students of Junior High School. Interactive multimedia is a combination of various media (text, graphic, animation, video, and audio) which are integrated into the authoring software's under computer control for the purpose of education.

The role of interactive multimedia in this study is focused on tutor and tool. The interactive multimedia as a tutor presents the ability of the program to present reading materials and respond to the students answer. The interactive multimedia as a tool presents reading material to the students. The role of the teachers in the real implementation of interactive multimedia in this study is minor in which the computer plays essential part in the teaching learning activities.

This study proposes that language learning interactive multimedia can improve students reading comprehension, which is an important active complex skill that involves students to integrate both linguistic and non-linguistic knowledge at the same time in order to construct meaning of the information in reading texts. The interactive multimedia helps the teachers by providing some materials especially reading which can be adjusted with the student's needs and levels of proficiency. It also allows the students to improve their reading skill as

they read to the interactive multimedia then give a response to it interactively. If they are able to give the right responses, it may indicate that they can comprehend the texts well.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of Research**

This research is action research in a classroom setting. According to Carr and Kemmis in Burns (1999:30), *action research* is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

#### **B. Subjects of the Research**

The subjects of this study were the researcher herself, the English teacher of Grade VIIC and the students of grade VIIC in SMPN 2 BerbahSleman. The students were taught the reading practices by using interactive multimedia in some cycles for a few weeks.

#### **C. Research Setting**

The research was carried out in SMPN 2 BerbahSleman in the first semester of the academic year of 2012/2013. The researcher has observed the class for the research in VIIC class. The students' characteristics in VIIC classes were categorized into two characteristics. They were hyperactive and passive students. The hyperactive students dominated the teaching learning activity in this class. Therefore, it made the other students prefers to keep silent and become passive. The condition made the teaching learning process not run effectively.

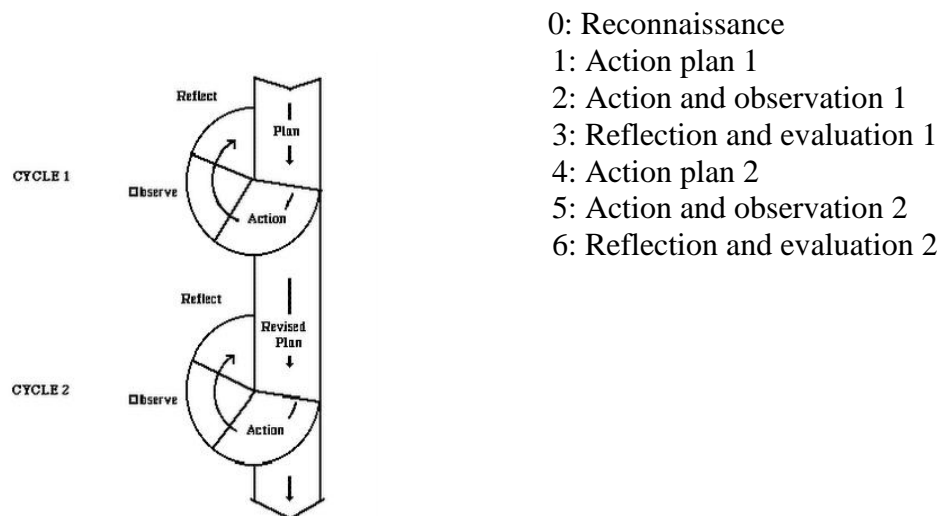
The actions were planned on January 14<sup>th</sup>, 2013. The possible actions for the problems were discussed. The actions were executed on January, 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup>, 2013. Based on the reflection of the whole actions, the improvement of the actions was conducted in Cycle 2. They were implemented on January, 21<sup>th</sup>, 22<sup>nd</sup>, 23<sup>th</sup>, 2013. The English teaching learning activities in the class were carried out three times a week with the duration of ninety minutes in every meeting. Those were Monday, Tuesday and Wednesday at 8.30 – 10.00

#### **D. Research Procedure**

According to Kemmis and McTaggart as quoted by Burns (1999:32), there are four essential steps in action research. They are planning, action, observation, and reflection. Those are fundamental steps in a spiraling process. Through those steps, the participants are responsible for (a) developing a plan to improve what is happening, (b) acting to improve the plan, (c) observing the effects of the action, (d) reflecting on these effects for further planning.

The procedure of the research was using interactive multimedia to improve the reading skill of seventh grade VIIC students of SMPN 2 Berbah Sleman was begun with determining the thematic concern on the reconnaissance and was followed by planning, implementing, and doing reflection.





**Figure 4: Steps of action research according to Kemmis and Mc Taggart (1988)**

1. Determining the thematic concern on the reconnaissance

This activity involved describing the facts in the situation and explaining the facts in the situation. Then, the researcher decided what she would do next. In this step, the researcher has observed the place where she carried out the action research by interviewing the students of class VIIC and the English teacher of class VIIC. Then, she observed the teaching learning process in the classroom. Based on the result of the observation and interviewed, the researcher and the English teacher identified the problems that occurred during the teaching and learning process. After that, the researcher focused on analyzing the problems related to the students' improves in the reading skill.

As mentioned earlier, the main problem agreed on was that the students' interest in the reading skill was still low. Moreover, it was realized that this problem was closely related to the other problems below.

- a) The steps of teaching reading of the teacher
- b) The reading materials which were given to the students
- c) The vocabulary knowledge and grammatical competence of the students
- d) The monotonous reading tasks and activities conducted in the classroom.

## 2. Planning

This activity also involved the planning of the research. The researcher constructed all the factors that influenced or caused the problems. Then, the researcher made plans to be implemented in the action research. The plans of some actions are:

- a) Using the proper steps of teaching reading
- b) Using interactive multimedia as interesting materials for students
- c) Giving reading tasks to vary learning activities
- d) Providing learning media to help students understand the texts

In this step, the researcher selected some activities that were considered to be interesting activities. Then, they could be implemented in improving the students' reading skill. Here, the researcher decided the actions as outlined in the general plan, what was going to be implemented next, and how both the process of implementation and its effects were going to be monitored.

## 3. Implementation

The implementation of the action was observed. The interpretation of the phenomenon happening during the action was written and discussed with the English teacher to improve the next action.

#### 4. Reflection

In the reflection, there were discussion and evaluation of the implemented action. All of the members involved discussed the effectiveness of the action as well as the problems happening in the classroom during the implementation of the action. The evaluation was used to write the report of the research and show the effects of the action on the students' improve in reading. The action that was unsuccessful was modified with the suitable one, but the action that was successful was used again in the next action

#### **E. Data Collection Techniques**

The data were qualitative in nature. The data collected were aimed at describing the changes after the action. To get those data, the following data collection techniques were employed:

##### 1. Observation

The observation was conducted to know what happened in the classroom when the action was done. The result of the observation was used to get information for supervising and inspection on the next plan. In this case, the observation was reported in the form of field note. It described what happened in the classroom. The description was the implementation of using interactive multimedia to improve the students' in reading skill during the teaching learning process.

## 2. Interview

The interview was held to get the data about the students' behavior while and after the teaching learning process. The interview was planned but unstructured. It means that the questions were planned, but the teacher and the students answered the questions whatever related to their opinions and suggestions about the teaching and learning process of reading by using interactive multimedia. The English teacher and some students of the grade VIIC in SMPN 2 Berbah Sleman were interviewed after the action was implemented.

## 3. Photograph

The class observation was also provided with the photograph taken during the teaching and learning process of reading. The photograph was one of the references to support the notes about what happened. It assisted the members of the action to arrange the action plan.

## **F. Data Analysis**

From the data collection technique, the data were qualitative ones. The qualitative data were obtained from the interview with the students in Class VIIC and the English teacher and the classroom observation.

The qualitative data were obtained from the interview with the English teacher and students in Class VII about the teaching process of reading by using interactive multimedia and the classroom observation during the implementation were analyzed qualitatively. The qualitative data analysis consisted of three concurrent flow activities, namely data reduction, data display and conclusion

drawing (Miles and Huberman, 1994:10). In this research, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in displaying data, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion could be made based on the data description. The result of this analysis helped predict the impact of the action.

### **G. Data Validity**

The validity of the data is established by fulfilling the democratic, outcome, process, catalytic and dialogic validity (Anderson in Burns, 1999:161-162). In this research, the data validity was assessed by considering the result of the action by looking at the success, the failure and the problems on the action.

To get the democratic validity, the English teacher and the students were given a chance to give their ideas, suggestions and comments about the implementation of the research. The teacher and the students were interviewed about their ideas, suggestions, criticisms and comments after the action. Their opinions were used to improve the next action plan.

Outcome validity was assessed by looking at the result of the action done. The success and failure of the action and also the problems found in the action were also considered to improve the next action.

To access the process validity, triangulation technique was done by gathering accounts of the teaching learning situation from two quite different points of view, namely the teacher and the students to avoid the bias happening.

Meanwhile, the catalytic validity was assessed by giving a chance to the teacher and the students to deepen their understanding on the changes of the social realities of the context.

Finally, the dialogic validity was done by doing dialogues with the English teacher and the students to improve the next action. The dialogic validity was used to determine the success and weakness in the action.

To improve the data validity, the time triangulation and the theoretical triangulation were used. In the time of triangulation, the data were collected at over period of time to make sure that the data were not incidental data. Meanwhile, in theoretical triangulation, the data of the students' reading skills were analyzed from many theories.

## **H. Reliability**

The reliability of this research was obtained by giving the genuine data, such as filed notes, interview transcripts, and teaching and learning process transcripts. To avoid the subjectivity in analyzing data and to get trustworthiness the researcher used triangulation. Burns (1999: 163) argues that triangulation is used to verify the trustworthiness of the data.

In order to ensure the reliability, the different methods were used to get the same data of the teaching and learning process of reading by using interactive multimedia, such as observation, interview, and photograph. Then, the data from the observation were compared with the data from the interview and the photograph.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

Chapter IV presents the research process conducted in Cycle I and II, the results of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. The quantitative data obtained during the research to support the qualitative data are also reviewed.

#### **A. Research Finding**

##### **1. Reconnaissance**

In conducting this research, there were some procedures which the researcher did. They were planning, action, observation and reflection. The discussion for those steps is presented below.

##### **a. Identification of the Field Problems**

The researcher started the planning by doing an observation on the reading teaching and learning process on Wednesday November 28, 2012. The description of the reading teaching and learning process is presented in the following vignette.

It was Tuesday. The bell rang at 7.00 a.m. indicating that the teaching and learning process at SMPN 1 Berbah was about to start. The English teacher and the researcher prepared themselves to go to class VII. When the teacher arrived to the class, the students were still noisy and were not ready for the class. Some of them were still not on their seat. After all of them were on their seats, she greeted them, asked the captain of the class to lead the prayer, and checked their

attendance. **The teacher did not prepare any media to teach reading.** She asked the students why they were very busy; they said they had a biology assignment that must be submitted. It seized their concentration. Then, she introduced the researcher to them, informing that the researcher would hold research in their class. After that, she asked them to open their course book on page 57. It was about a descriptive text. She asked the students the kinds of text that was categorized as descriptive texts. Some of them mentioned places, human, and family description, **but most of them kept silent and lacked of enthusiasm.** Also, **they kept silent when she asked them the organization of a descriptive text.** After that, she discussed the homework that was given in the previous meeting. **It was taken from the course book.** It consisted of two kinds of task, the first task was matching some sentences with the meaning and the second task was matching some words with their synonym. In discussing the homework, not all of them paid attention to her. Some of them had a talk with their friends and **some of them looked very sleepy. Looking at her students who not participated well,** she started to move to the other activity. She asked them to read the text entitled *Vila's family* and answered some questions provided in the book. As what happened before, some of them did not pay attention to her, they were busy to have a talk with their friends that made them did not read the text. **Just some of them in the front row that focused to read the text.** After ten minutes left, she checked the students' answers for each question. **They could not answer some questions because they did not comprehend the content of the text well.** Then, to solve the problem, **she translated the text word by word** for them until they understood the content. The same condition happened in the second text, entitled *Ratna's House*. **She translated the text for them to help them comprehended it.** Then, the bell rang and she gave homework to them and closed the lesson. (App-A/FN-5/ Wed Nov 28,2012)

After conducting the observation, the researcher conducted a pre-test to the students on Wednesday January 9, 2013 in order to know the students' reading competence before the action was implemented. The result of the reading pre-test that is presented in Appendix J shows twenty four students obtained the score lower than 65 as the passing grade of a reading score at SMPN 2 Berbah. It was more than a half of the total students. It shows that most of the students had low reading comprehension ability.



The researcher not only did an observation, gave reading pre-test to the students, but also conducted some interviews with the students and the collaborator. Based on the observation and the interviews, the researcher and the collaborator worked collaboratively to identify the field problems of the reading teaching and learning process. Those problems are presented in the following table.

**Table 1: Problems in the Reading Teaching and Learning Process in Class VII at SMPN 2 Berbah in the Academic Year of 2012/2013**

<b>No.</b>	<b>Problems</b>	<b>Codes</b>
1.	The use of conventional media to teach reading.	Med
2.	The students felt sleepy along the reading teaching and learning process.	S
3.	Most of the students did not understand what descriptive text is.	S
4.	Most of the students did not know the organization of descriptive text.	S
5.	The students were lazy to read the text.	S
6.	The students did not know the meaning of difficult words found in the text.	S
7.	The students cannot answer the question of the detail information of the text.	S
8.	The students did not comprehend the text given well.	S
9.	The students had low reading comprehension.	S
10.	Most of the given reading materials were taken from the English course book.	M
11.	The reading lesson was monotonous.	Met
12.	The students had to be helped in comprehending the text by translating it.	S

Table 1 performs twelve problems concerning the teaching and learning process focusing on reading at Grade VII of SMPN 2 Berbah. They were related to the media, students, the teaching materials, and the teaching method. In

reference to table 1, the problems were categorized based on the urgency level.

The problems are listed in the following table.

Table 2: **Prioritized Problems according to the Urgency Level**

No.	Problems	Codes
1.	The use of conventional media to teach reading.	Med
2.	The students had to be helped in comprehending the text by translating it.	S
3.	The reading lesson was monotonous.	Met
4.	The students cannot comprehend the text given well.	S
5.	The students had low reading comprehension.	S

#### **b. Determining Actions to Solve the Problems**

In reference to the identification of the problems and the discussion between the researcher and the English teacher, both of them agreed that the urgency problems have to be solved soon because they influenced the success of improving students' reading comprehension. Also, they considered the importance of reading itself. They wanted to improve students' reading comprehension through interesting and interactive media. So, the students felt enjoy the teaching and learning process, then, it made them comprehend the text easily. The action applied in the research is presented in the following table.

Table 3: **The Action Applied in the Research**

No.	Action (improving students' reading comprehension)
1.	Implementing the interactive multimedia as the combination of the top-down processing and the bottom-up processing a. Making prediction about the content of the text and the pictures in the media. b. Guessing meaning of some words found in the text based on the context or pictures of the interactive multimedia.

### **c. The Relationship between the Urgent Problems, the Action, and the Function of the Action**

As presented in Table 3, the research team chose to apply the interactive multimedia as an action that was applied in the classroom in order to improve the students' reading comprehension ability. The following table shows the relationship between the field problems, the action, and the function of the action.

**Table 4: The Relationship between the Urgent Problems, the Action, and the Function of the Action**

<b>No.</b>	<b>Urgent problems</b>	<b>Action</b>
1.	The use of conventional media to teach reading.	Implementing the interactive multimedia as the combination of the top-down processing and the bottom-up processing a. Making prediction about the content of the text and the pictures in the media. b. Guessing meaning of some words found in the text based on the context or pictures of the interactive multimedia.
2.	The students had to be helped in comprehending the text by translating it.	
3.	The reading lesson was monotonous.	
4.	The students cannot comprehend the text given well.	
5.	The students had low reading comprehension.	

To solve the five urgent problems above, the research team chose to apply the interactive multimedia as the combination of the top-down processing and the bottom-up processing. It was implemented by making prediction about the content of the text and guessing meaning of some words found in the text based on the context. The interactive multimedia was useful to activate students' background knowledge before they read the whole text. In addition, it assisted them to get the meaning of some words found in the text without looking up the dictionary. So, it helped them have good reading comprehension ability. Before the implementation of the action, the researcher made lesson plans and discussed the materials which

were presented with the collaborator. They shared their ideas and opinion in implementing the action.

During the implementation of the action, they observed the teaching and learning process to know the students' responses and the improvement after the actions. After conducting the actions, she made reflections by doing some interviews with the students and having discussions with the collaborator. To avoid the lack of validity of the finding, she conducted this research in two cycles.

## **B. The Implementation of the Action and Discussion**

This part describes of Cycle I and II. The process in each cycle is discussed as follows.

### **1. The Report of Cycle I**

The reading teaching and learning process in Cycle I was conducted in three meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following sections.

#### **a. Planning**

In planning, the researcher and the collaborator planned to apply the interactive multimedia in teaching reading in the classroom. The table below shows some expectations related to the implementation of the interactive multimedia.

Table 5: **The Problems and the Expectations**

<b>No.</b>	<b>Problems</b>	<b>The researcher's expectations</b>
1.	The use of conventional media to teach reading.	The use of conventional media could be replaced by using interactive multimedia to arise students' participation and motivation.
2.	The students had to be helped in comprehending the text by translating it.	The students comprehended the text without had to translating it.
3.	The reading lesson was monotonous.	The reading lesson was not monotonous.
4.	The students did not comprehend the text given well.	The students comprehended the text given well.
5.	The students had low reading comprehension ability.	The students improved their reading comprehension ability.

Besides planning to apply the interactive multimedia in the classroom as media in teaching reading, the researcher also made other plans related to the materials and the teaching kits that were used. The details of the planning in each meeting are discussed as follows.

### **1) First Meeting**

For the first meeting, the researcher and the collaborator planned to apply the interactive multimedia as the combination of the top-down processing and the bottom-up processing in teaching. The implementation of the interactive multimedia is presented in the field note in Appendix A. They also planned to present the materials about descriptive texts to the students entitled *My Grandma and Photography*. Those texts were used for modeling, joint construction of the text and independent construction of the text. The detail information of the use of descriptive texts is presented in the lesson plan in the Appendix G. The

researcher and the collaborator employed a laptop, computers, CDs, an LCD, and books as the teaching kits.

## **2) Second Meeting**

In the second meeting, the researcher and the collaborator planned to apply the interactive multimedia and also present the materials about descriptive texts. The implementation of the interactive multimedia is presented the teaching and learning process transcript in Appendix C, while the detail information of descriptive texts that were presented entitled *My Neighbor* and *School Subject* are presented in the lesson plan in Appendix G. The teaching kits that were used were a laptop, computers, CDs, an LCD, and books.

## **3) Third Meeting**

In the third meeting, the researcher and the collaborator planned to apply the interactive multimedia. The implementation of the interactive multimedia is presented in the teaching and learning process transcript in Appendix C. They presented the materials about descriptive text to the students entitled *My Cat Gregory* and *The New Friend* which are presented in the lesson plan in Appendix G. The teaching kits that were used in the third meeting were the same with the first and second meeting. They were a laptop, an LCD, computers, CDs, and books. Because of the limited time, they also planned to reduce the number of the tasks that were given to the students.

### **b. Action and Observation in Cycle I**

The action in Cycle I was conducted in three meetings. In these three meetings the researcher acted as the teacher and the collaborator acted as the observer. The researcher presented the students about the purpose, the parts (generic structure) and language features of a descriptive text, while the collaborator observed the running teaching and learning process by sitting at the back row in the classroom. The teaching and learning process was conducted with the same media and technique for the first three meetings.

The teacher applied the interactive multimedia in the classroom. She asked the students to make prediction about the text and guess the meaning of the difficult words based on the context. She did not ask them to do the task directly, but she assisted them to activate their background knowledge through the interactive multimedia before they read the text by themselves. These three meetings were different in term of the topic of the texts that been given and the types of the tasks. Each tasks represented their own indicator, such as identifying the main text of a descriptive text, identifying the purpose of a descriptive text and others. The detail of the action in each meeting is discussed as follows.

#### **1) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the First Meeting**

The first meeting was held on Monday, January 14, 2013. The researcher acted as the teacher and the collaborator acted as the observer. This meeting involved three stages which were pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the teacher started the teaching and learning process by

greeting the students, checking the students' attendance, and asking the captain of the class to lead a prayer. One student named Anisa was absent because he had to take a rest after the computer competition.

In the while-teaching, the teacher used genre based method which employs BKOF (building knowledge of the field), MOT (modeling of the text), JCOT (join construction of the text), and ICOT (independent construction of the text). In BKOF, she asked questions related their knowledge about descriptive texts. Then, in MOT she showed the example of a descriptive text entitled *My Grandma* on the screen. After discussing it, she explained the generic structure, the purpose or the social function and the characteristics of a descriptive text.

In ICOT, the teacher continued the reading teaching and learning process by applying the interactive multimedia. She started to apply the interactive multimedia by explaining how to use the media and showing a title of the next text that was *Photography*. She asked the students to predict what the text was about based on the title by showing the picture in the interactive multimedia. The students expressed their prediction noisily. Some of them said it was about the condition of school and what things are in a school and some of them kept silent while listening to their friends' prediction.

That activity showed that she applied the top-down processing to start in applying the interactive multimedia. After that, she showed the paragraph of the text and asked them to read it. Then, she asked them whether or not their prediction was suitable with the text they had read. In the next activity, she moved



to the bottom-up processing by focusing the students on some sentences in that paragraph. She asked them the meaning of some difficult words in that paragraph such as *landscape*, *original*, *precisely*. She asked them to guess the meaning of those difficult words based on the context or by translating the words that come after and before it also looking at the picture. When they did not know the meaning of those difficult words, she asked them to make prediction based on the context or looking at the picture in the interactive multimedia. The same activities were done until the end of the paragraph or the end of the text. The activities which combine the top-down and bottom-up processing and the use of the interactive multimedia as a strategy in reading teaching and learning process.

After discussing the whole text, the teacher asked the students to identify the purpose of the text. Some of them said the purpose is to describe anything in a school. Also, she asked them to identify the parts of a descriptive text in that text. After completing the activities in JCOT, the teacher moved to the ICOT by giving the exercises derived from the previous text through the interactive multimedia to the students.

The first task was translation exercise. They were provided with options of sentences and they had to choose the correct translation by clicking the sentence. The second task was arranging the jumble words into a grammatical sentence. The next task was in filling up exercises related to the text. They had to find the correct answer to fill the blank. The last task was answering the comprehensive questions. When they were doing the tasks, she walked around the class to monitor students' activities. After some minutes, she discussed the answer for

those tasks. They were enthusiastic in discussing the answer and showing their score. They could directly answer the questions using the interactive multimedia. In this first meeting, all the activities were accomplished well and some students who had difficulties asked the teacher although using Indonesian. Even though there were some students who did not pay attention to her explanation and the class became noisy, in general the reading teaching and learning process in this first meeting ran well. In the post teaching, she asked the students about their difficulties related to the activity and the materials given. Then, the bell rang, and she ended the class.

## **2) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Second Meeting**

The second meeting was held on Tuesday January 15, 2012. As the first meeting, the researcher acted as the teacher and the collaborator acted as the observer. In pre-teaching, the teacher greeted the students and checked their attendance. In while-teaching, the teacher started by conducted BKOF. She asked the students about the materials given in the previous meeting. After that, she gave a model of descriptive texts entitled *My Neighbor* in MOT stage. Then, she asked them about the main text, the generic structure, the purpose and the characteristics that were found in the text.

After having MOT, the teacher moved to the next stage which was JCOT. She started to apply the interactive multimedia in the JCOT. In the beginning, she applied the top-down processing by showing the students the title of the text which was *School Subject*. Through the interactive multimedia, she asked them

some information related to the title to activate their background knowledge. The implementation of the top-down processing is shown in this following teaching and learning transcript.

(1:01)		
T	:	School Subject. Here we have a title that is <i>School Subject</i> . Have you ever heard the words of School Subject? <i>Pernah denger School Subject?</i> (Here we have a title that is School Subject. Have you ever heard <i>School Subject</i> ? Have you ever heard the text?
S	:	Pernah. Yes, I have
S	:	<i>Belum</i>
T	:	<i>Belum pernah?</i> (Have you done?)
S	:	<i>Belum.</i> (No, I haven't)
S	:	<i>Pernah.</i> (Yes, I have)
T	:	<i>School Subject</i> related to? <i>Berhubungan dengan apa?</i> ( <i>School Subject</i> is related to? What are kinds of school subject?
S	:	English, Biology
T	:	Yes, good. Ok, can you predict what the text is talking about?
T	:	What is the text talking about? <i>Tentang apa teksnya kira-kira?</i> (What is the text talking about? What is the text probably talking about?
S	:	School Subject
(App-C/TLPT-1/Jan 15, 2013)		

The teaching and learning transcript above shows that the teacher applied the top-down processing by asking the students to make prediction. They not only discussed about the main idea that was found but they also discussed about the meaning of some difficult words that were found as the implementation of the bottom-up processing. The implementation of the bottom-up processing is presented as follows.

(1:02)		
T	:	We do our homework together apa? What is the meaning? <i>Disini, ini.</i> (What is mean by We do our homework together? What is the meaning? Here is it.)
S	:	<i>tugas.</i> (work.)

T	:	<i>tugas apa?</i> (What work it is?)
S	:	<i>Anu, anu.</i> (Emm.) S : <i>Anu opo?</i>
T	:	(What do you mean?)
S	:	<i>Apa home? home?</i> (What is mean by home? Home?)
T	:	. (rumah.)
S	:	<i>Ya? Apa? homework, tugas yang?</i> (Yes? What did you say? homework, the work that is?)
T	:	<i>di rumah.</i> (at home.)
S	:	<i>pekerjaan rumah, yes. Good, pekerjaan yang dikerjakan di rumah.</i> And physic is a subject about the nature of things. <i>Apa nature?</i> (What is nature)
T	:	<i>dasar.</i> (nature.)
T	:	<i>Ya sifat dasar, good.</i>
(App-C/TLPT-1/Jan 15, 2013)		

Then, she applied again to the bottom-up processing by asking them the meaning of some difficult words that were found. She facilitated them to guess the meaning of those words based on the context and looking at the picture in the interactive multimedia. She applied the interactive multimedia as the combination of the top-down processing and the bottom-up processing until the end of the text. She applied it by asking the students to make prediction about the text and guess the meaning of difficult words based on the context and pictures.

After applying the processing, she asked them to read the text and identify the purpose of a descriptive text, the generic structure of a descriptive text and the characteristics of a descriptive text found in the text. After having discussion about them, she asked the students to guess the meaning of some difficult words found in the text applied in different sentences to make them got the meaning easier. After a few minutes, she started to discuss the answers in that translation task in the interactive multimedia.

In ICOT, she gave them three tasks through interactive multimedia in the form of sentence building exercise, filling up exercise and question exercise. They were enthusiastic in doing the task and tried to get the highest score in answering it. After all the tasks were accomplished, she moved to the post teaching by asking the difficulties the students faced. Then, the bell rang; she closed the lesson and leaved the class.

### **3) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Third Meeting**

The third meeting was held on Wednesday January 16, 2013. In this meeting, the researcher acted as the teacher and the collaborator acted as the observer. The teacher started the teaching and learning process in pre teaching by greeting the students, asking the captain of the class to lead the prayer and checking the students' attendance. Then, the teacher was helped by two students preparing the computers and CDs as the media in teaching and learning process. After the media was already to use, she started to move to the while teaching stage by having BKOF. She asked the students the previous materials, the title of the text that was given and the parts of descriptive texts.

Then, she continued teaching and learning process by moving to MOT. She showed some pictures on the screen. She asked them to predict what text they were going to discuss. They answered by saying a title, that was *a cat*. After that, she began to show the students the text entitled *My Cat Gregory*. She asked the students about what the text was about. Also, she asked them about the main idea, description, the purpose, and the parts of descriptive texts and the characteristic.

She began to move to the JCOT by applying the interactive multimedia. As the first two meetings, she started the interactive processing by applying the top-down processing. She asked the students about the text based on the title they read. The activity is presented in the following teaching and learning process transcript.

(1:04)		
T	:	The New Friend. What do you think about this text?
S	:	Teman baru.(new friend)
T	:	What does the text tell you about?
S	:	It is about new friend.
(App-C/TLPT-2/Jan 16, 2013)		

After having students' prediction about the content of text, she began to show the text and asked about the detail information in it such as the main idea, the descriptions explained in the text. Then, she started to move to the bottom-up processing by asking the meaning of some difficult words found in the text. The implementation of the bottom-up processing is illustrated in the following transcript.

(1:05)		
T	:	What attracts our attention is the way she speaks. Apapun titik titik <i>perhatian</i> ? Boleh di klik kata attract (What attracts our attention is the way she speaks. What bla bla bla our attention? <i>You may click the word attract</i> )
S	:	Menarik.
(App-C/TLPT-2/Jan 16, 2013)		

The transcript above shows that the teacher applied top-down processing and bottom-up processing in turn by asking the students to make prediction and guess the meaning of difficult words found in the text. After applying the

processing, they were asked to work in pair to identify the descriptions or information, the parts, the purpose, based on the given text. When they were doing the task, the teacher walked around the class to monitor their activities. Some of them often asked the difficulties they faced when she passed their desk. After few minutes, she started to discuss the answer with the students and the students reported their scores.

In ICOT, the teacher gave the students the next tasks from the interactive multimedia which was translating exercise, filling up exercise and questions exercise. After all the students completed the tasks, the teacher started to discuss them. They were enthusiastic in discussing the answer by struggling to be the one who answer the question and got the perfect score. A few minutes before the class ended, the teacher moved to the post-teaching by asking the students about their difficulties. Then, the bell rang and she closed the lesson.

### **c. Reflection**

Having implemented the actions in Cycle I, the researcher and the collaborator had discussion to make a reflection with regard to the observations during the implementation of the actions, the interviews with the collaborator and the students. The reflection was used to plan the action in the next cycle. In reference to the reflection conducted in Cycle I, the teaching and learning process was done successfully. Most of the students were enthusiastic in joining the reading teaching and learning process although the class became noisy. They followed all the instructions through the media and most of them paid attention to

the teacher's explanation. They did not feel shy to ask her about something they did not understand.

In presenting the materials to the students, the teacher did not find any difficulties. The explanation was clear enough and they understood it well, because the material was presented through the interactive multimedia. They got the characteristics of descriptive text which were the use of present tense and the use of action verbs. They also gave the example of each characteristic. They understood the purpose of a descriptive text which was to describe describes the features of someone, something, or a certain place. They knew the parts of a descriptive text namely introduction and description. The students' understanding of a descriptive text is shown in the following the teaching learning process transcript.

(1:07)		
T	:	Before we start talking about School Subject, let we see here. In descriptive texts we call the sentences as? <i>Pada bagian awal descriptive kita menyebut ini apa?</i> (Before we start talking about School Subject, let we see here. In descriptive text we call the beginning sentences as? In descriptive what we call it as?)
S	:	Introduction
T	:	Yes . And it is what we call it?
S	:	Description
T	:	Yes, it is description. Ok, and what is the tense? <i>Tense apa yang digunakan disini?</i> (Yes, it is resolution. Ok, and what is the tense? What tense that is used?)
S	:	Present ?
T	:	Present?
S	:	Present tense.
T	:	And one of the other characteristic? <i>Karakteristik descriptive texts yang lain? Apa? Penggunaan apa?</i> (And one of the other characteristic? What is the other characteristic of descriptive texts? The use of?)
S	:	Action verbs.
T	:	Action verbs. And what are the examples? <i>Contohnya?</i> (Action verbs.



		And what are the examples? The examples are?)
S	:	My father works at the office.
		(App-C/TLPT-1/Jan 14, 2013)

The following interview transcripts also show the students' understanding of descriptive texts.

(1:08)		
R	:	<i>Terus kalo pake media gimana? Lebih mudah memahami ga? (How is about the explanation? Is it clear enough or too fast?)</i>
S	:	<i>Lebih menyenangkan Miss, dan gampang paham. (No, it is not. It is not too fast.)</i>
R	:	<i>Terus ini descriptive teks udah dong ya? (Have you understood the descriptive text?)</i>
S	:	<i>Iya. (Yes, I have)</i>
(App-B/ In-10/Feb 24, 2012)		
(1:09)		
R	:	<i>Terus sekarang descriptive teks udah dong ni? (Have you understood descriptive texts?)</i>
S1 & 2	:	<i>Iya. (Yes, we have.)</i>
R	:	<i>Tujuannya apa tadi descriptive teks? (What is the purpose of descriptive text?)</i>
S	:	<i>Untuk mendeskripsikan sesuatu. (To describe something.)</i>
(App-B/ In-11/Feb 24, 2012)		
(1:10)		
R	:	<i>Terus sekarang descriptive teks udah tau ada berapa bagian? (Then, how many parts are there in descriptive texts?)</i>
S	:	<i>Ada dua. (Dua.)</i>
R	:	<i>Ya, ada dua, yang pertama apa? (Yes, there are two parts. What is the first part?)</i>
S	:	<i>Introduction. (Introduction.)</i>
R	:	<i>Ho o, terus? (Yes, and then?)</i>
S	:	<i>Description. (Description.)</i>
R	:	<i>Iya, kalo tujuannya apa? (Good. How about the purpose?)</i>
S	:	<i>To describe the features of things or places</i>
(App-B/ In-13/Jan 15, 2013)		

The interview transcripts above imply that the students who were interviewed had a good understanding of the materials which was presented. In Cycle 1, the teacher applied the interactive multimedia as the media in teaching. It was different with the media used by the real English teacher before the research held. The implementation of the interactive multimedia as the combination of the top-down and the bottom-up processing was implemented by asking the students to make prediction of the content of the text before the students read the whole text and guess the meaning of the words based on the context or pictures. The activities of predicting the content of the text is illustrated in the following teaching and learning process transcript.

(1.01)		
	:	School Subject. Here we have a title that is <i>School Subject</i> . Have you ever heard the words of School Subject? <i>Pernah denger School Subject?</i> (Here we have a title that is School Subject. Have you ever heard <i>School Subject</i> ? Have you ever heard the text?)
	:	<i>Pernah</i> . (Yes, I have)
	:	<i>Belum</i>
	:	<i>Belum pernah?</i> (Have you?)
	:	<i>Belum</i> . (No, I haven't)
		<i>Pernah (Yes, I have)</i>
	:	<i>School Subject</i> related to? Berhubungan dengan apa, coba liat gambarnya? (School Subject related to? What are kinds of school subject, look at the picture?)
	:	English, Biology.
	:	Yes, good. Ok, can you predict what the text is talking about berdasarkan gambar
	:	What is the text talking about? Tentang apa teksnya kira-kira? (What is the text talking about based on picture? What is the text probably talking about?)
	:	School Subject.
	:	<i>School Subject</i> related to? Berhubungan dengan apa, coba liat gambarnya? (School Subject related to? What are kinds of school subject, look at the picture?)
(App-C/TLPT-1/Jan 14, 2013)		

From the transcript shows the implementation of the top-down processing by asking the students to make prediction, while the implementation of the bottom-up processing is performed below.

(1:05)		
T	:	What attracts our attention is the way she speaks. Apapun titik titik perhatian? Boleh di klik kata attract (What attracts our attention is the
S	:	(Menarik)
(App-C/TLPT-2/Jan 15, 2013)		

The transcript above shows that the teacher applied the interactive multimedia in the teaching and learning process by asking students to make prediction and guess the meaning of some difficult words. However, in the predicting the content of the text, they stated their prediction noisily and some of them stated their prediction haphazardly. In addition, some students in the right side often kept silent. They did not as active as students who sat on the left side. Meanwhile in guessing the meaning of some words, they had to be helped in guessing that meaning. Knowing such a condition, the researcher found a solution by having an interview with the collaborator. The transcript below is the interview transcript conducted between the researcher and the collaborator.

(1:14)		
R	:	<i>Kalo itu lho bu, kan siswa-siswa yang disebelah kanan itu agak pasif kalo dibandingkan sama siswa-siswa yang disebelah kiri, itu gimana ya bu? Apa karena mereka lebih jauh dari meja guru?</i> (How about the students Miss, the students who sat in the right side were tend to be passive, they didn't as active as the students who sat in the left side. What do you think? Do you think it is because they sat far away from the teacher's desk?)
C	:	<i>Itu memang anak-anaknya kok Mbak, kalo yang sebelah kiri itu memang aktif-aktif.</i> (It is because the students themselves, the students who sat in the left were active.)

R	:	Lalu sebaiknya langkah apa yang perlu diambil bu? (What kind of solution we have to take?)
C	:	Ya dimotivasi agar aktif juga. Agar tidak takut salah (We have to motivate them. They have to motivate in order to they do not afraid to make mistakes.)
R	:	Apa ditunjuk aja bu agar mau mengeluarkan pendapat mereka? (How about pointing them to make them share their ideas?)
C	:	Ya, begitu juga bisa. Jadi mereka harus dimotivasi agar mau mengeluarkan <i>pendapat dan tidak takut salah</i> . (Yes, it can be. So, they have to be motivated to share their ideas and do not afraid to make mistakes.)
R	:	<i>Nggih bu, nanti bisa diterapkan di cycle yang kedua besok ya bu.</i> (Yes Miss, it can be applied in cycle two.)
C	:	<i>Ya. Untuk pertemuan besok ini saya yang ngajar ya mbak?</i> (Yes. Am I the one who teach in the next meeting?)
R	:	<i>Iya bu, untuk hari Rabu besok ini. Kalau yang ngajar ibu kan nanti siswa itu juga ga sembarangan pas memprediksi bu. Kalau sama saya kemarin kan masih ada yang sembrono.</i> (Yes, you are, in . I think if you teach the students, they will not make prediction haphazardly. When I taught them yesterday, they were still careless.)
C	:	<i>Ya, nanti saya terapkan beberapa pertanyaan aja mbak dalam memprediksi. Jadi mereka nanti saya minta bertanya dengan misal what, when, where, how gitu.</i> (Yes, I will apply some questions in predicting. So, I will ask them to ask with some questions, for example with what, how, where.)
(App-B/ In-10/Jan 15, 2013)		

The interview transcript above shows the obstacles faced by the students in the classroom and the solutions to solve them. The interactive multimedia facilitated the students to have good reading comprehension although there were some obstacles in applying it. With the use of interactive multimedia, the students were so enthusiastic in engaging the reading teaching and learning process. They were also comprehended the text easily by guessing the meaning of difficult words based on the context or pictures. The advantages in applying the interactive multimedia are illustrated in this following interview transcript conducted between the researcher and the students.

(1:15)		
R	:	<i>Pelajaran tadi sama ga sama pelajaran kemarin? (Is the lesson the same with the last lesson?)</i>
S	:	<i>Sama. (Yes, it is.)</i>
R	:	<i>Kalau medianya? (I mean the media in teaching?)</i>
S	:	<i>Beda. (It is different)</i>
R	:	<i>Beda, terus ngedong ga? Ngedong yang pake prediksi dengan media dulu apa langsung baca teks pake medianya? (It is different. Do you understand it? Do you understand more by making prediction with media or just read the text directly through the media)</i>
S	:	<i>Prediksi dulu, medianya membantu mempermudah. (By making prediction. The media are helpful)</i>
(App-B/ In-10/Jan 14, 2013)		
(1:16)		
R	:	<i>Kalo bu Tien biasanya pake media ga? suruh memprediksi dulu apa langsung baca teksnya? (Did Miss Tien use media and ask you to make prediction or just ask you to read the text directly?)</i>
S	:	<i>Ga pake, dan langsung baca kayaknya. (She did not use, I think just asked to read directly.)</i>
R	:	<i>O ga pernah pake, langsung baca teks, berarti ga pernah disuruh memprediksi dulu. Terus kamu lebih ngedong yang diprediksi dulu apa langsung baca sendiri? (Just asked to read directly, so you were never asked to make prediction. Then, Do you understand more by making prediction or just read the text by yourself?)</i>
S	:	<i>Kalo ngerti artinya langsung baca sendiri mbak. (I prefer to read by myself if I understand the vocabulary)</i>
R	:	<i>Kalo ga ngerti? (If you don't understand?)</i>
S	:	<i>Kalo ga ngerti ya tinggal nalarnya tau cerita itu apa ga. (If I don't understand it is only depend on my knowledge about the story)</i>
R	:	<i>Memprediksi dulu dong, oh ya kalian suka pake media apa ga? (So, by making prediction right and do you prefer using media or without it?)</i>
S	:	<i>Iya sih. Pake media dong (Yes. Of course using media)</i>
(App-B/ In-10/Jan 14, 2013)		
(1:17)		
R	:	<i>Terus kalo apa, kalo pake prediksi dengan media kayak gitu menurut kamu lebih jelas apa ga? (Do you understand the text more by making prediction with media?)</i>
S	:	<i>Iya banget. (Yes, of course.)</i>
R	:	<i>Terus kalo memprediksi kata susah berdasarkan konteksnya dan gambar yang ada di media gimana? (How about guessing difficult words by the context and the pictures in the media?)</i>
S	:	<i>Maksudnya? (What do you mean?)</i>
R	:	<i>Kamu lebih terbantu apa mending langsung buka kamus aja? (Are you feeling help? Or it is better for you to look up the dictionary directly?)</i>
S	:	<i>Ya terbantu itu sih mbak, soalnya kamus juga ga mesti bawa. (Yes, I am. It helps me because I do not always bring the dictionary). (App-B/ In-10/Jan 14, 2013)</i>

The advantages of the interactive multimedia not only stated by the students but also stated by the collaborator. Below is the interview transcript that was conducted between the researcher and the collaborator.

(1:18)		
R	:	<i>Mereka cukup terbantu ga ya bu dengan penerapan interactive media ini untuk memahami teks? (Did the students help in comprehending the text by the interactive media, Miss?)</i>
C	:	<i>Ya iya, terbantu. Jadi mereka mempunyai gambaran dulu sebelum membaca teksnya sendiri. (Yes, they did. They have background knowledge before they read the text.)</i>
R	:	<i>Tadi beberapa anak juga mengatakan kalau mereka terbantu bu. (Some students also say so Miss.)</i>
C	:	<i>Ya, memang itu membantu mereka. (Yes, they were helped by the interactive multimedia).</i>
(App-B/ In-15/Jan 16, 2013)		

The advantages of the implementation of the interactive processing are also presented in the following result of the reading comprehension test conducted in Cycle I.

**Table 6: The Result of Students' Reading Comprehension Test in Cycle I**

<b>Data</b>	
32	Number of students
60.08	Mean
6.55	Standard deviation

In reference to the reflection conducted in Cycle I, the application of Cycle II was necessary because several problems such as the class became noisy, some students often make prediction haphazardly, and the students who sat in the right side tend to be passive still existed.

#### **d. Summary of Cycle I**

In reference to the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful actions were as follows.

- 1) The use of the interactive multimedia was successful in making the students participated and engaged well during the teaching and learning process. They followed the media and teacher's instruction and felt motivated to read and completed the given tasks.
- 2) The use of the interactive multimedia made the students comprehend the text given without asked the teacher to translate it.
- 3) The use of the interactive multimedia was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.
- 4) The students comprehended the given text easier by the implementation of the interactive multimedia. They answered the questions related to the text well.
- 5) The use of the interactive multimedia improved students' reading comprehension ability.

On the other hand, the unsuccessful actions were presented below.

- 1) The class became noisy.
- 2) The students who sat in the right side tend to be passive.

3) Some students often make prediction noisily and haphazardly.

## **2. Report of Cycle II**

In Cycle II, the researcher and the collaborator also administered three steps as discussed in the following sections.

### **a. Planning**

In reference to the reflections of the actions implemented in Cycle 1, the researcher found that there were some aspects in Cycle 1 that needed to be improved. Considering the improvement of reading comprehension and students' involvement, the researcher still implemented the same actions as in Cycle 1. In addition, she made some improvements by adding some new actions to solve the problems which occurred. The details of the planning in Cycle II are presented in the following discussion.

#### **1) Fourth Meeting**

The researcher and the collaborator planned to present the other descriptive texts in interactive multimedia. The titles of the texts were *The Amazing Taj Mahal in India* and *At school*. In teaching, the real English teacher who acted as the teacher and the researcher acted as the observer. The teacher planned to apply the interactive multimedia as the media in teaching. Also, she motivated the students in the right side to be more active. The implementation of the interactive processing is presented in the teaching and learning process transcript in Appendix C.



## **2) Fifth Meeting**

In the fifth meeting, the researcher and the collaborator planned to apply the interactive media in teaching. In implementing the interactive multimedia, the teacher would guide the students to predict the text systematically. Also, she motivated the students in the right side to be more active. The implementation of the interactive multimedia is presented in the teaching and learning process transcript in Appendix C. The materials that were presented were descriptive entitled *Brazil* and *Wardi's House*. The information of the materials is presented in the lesson plan in Appendix G.

## **6) Sixth Meeting**

In the sixth meeting, the researcher and the collaborator planned to apply the interactive multimedia and also present the materials about descriptive texts. The implementation of the interactive multimedia is presented the teaching and learning process transcript in Appendix G, while the detail information of descriptive texts that were presented entitled *Jatim Park* and *My Room* are presented in the lesson plan in Appendix G. The teaching kits that were used were a laptop, computers, CDs, an LCD, and books.

## **b. Action and Observation in Cycle II**

The action in Cycle II was conducted in two meetings. In these two meetings the collaborator acted as the teacher and researcher acted as the observer. It was used to reduce the students' noise and students' recklessness in making prediction. The collaborator shared and taught about the purpose, the parts

(generic structure) and language features of a descriptive, while the researcher observed the running of teaching and learning process by sitting in the back row in the classroom.

The teaching and learning process was conducted with the same media for these two meetings in Cycle II. The teacher applied the interactive multimedia in the classroom. She asked the students to make prediction about the text and guess the meaning of the difficult words found in the text. In Cycle II, she did not give them a text and asked them to do the task directly, but she assisted them to activate their background knowledge before they read the text by themselves. The addition was just they who sat in the right side were given motivation to share their idea and opinion during the teaching and learning process. These two meetings were similar in terms of the technique that was used and the materials which were presented. They were different in term of the theme of texts and types of the tasks. Each task represented their own indicator such as identifying the main information of a descriptive, identifying the purpose of a descriptive, and identifying the generic structure of a descriptive, finding the meaning of difficult words. The detail of the action in each meeting is discussed as follows.

#### **1) Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Fourth Meeting**

The fourth meeting was held on Monday January 21, 2013. The collaborator acted as the teacher and the researcher acted as the observer. The teacher started the pre-teaching stage by greeting the students, checking their

attendance, and asking the captain of the class to lead a prayer. All the students were present. After that, she gave information to the students related to the midterm test. She gave a list of materials that became the materials for the midterm test

Then, the teacher began to move to the while teaching stage. She gave information about the materials she had to teach in the fourth meeting that was descriptive. In BKOF, she asked the students about a place. In MOT, she showed a descriptive text entitled *The Amazing Taj Mahal in India*. She assisted them to discuss the information that was discussed in the text. After that, she gave them the explanation about descriptive, the purpose and the generic structure of descriptive. In the next activity, she moved to JCOT by applying the interactive multimedia. She gave the students a title of a descriptive that was *At school*. She began by applying the bottom-up processing to make them understand the title well. The implementation of the bottom-up processing is presented the following teaching and learning transcript.

(1:19)		
T	:	Now please have a look at the text in the interactive multimedia. It is one of the descriptive text that we will discuss At School. What is the meaning of At School?
S	:	<i>Di sekolah.</i> (At School)
T	:	<i>Yes, good, what things are at school?</i>
S	:	<i>Teacher, students</i>
(App-C/TLPT-1/Jan 21, 2013)		

After all of the students understood the meaning of the title, she moved to apply the top-down processing in the teaching and learning process. She asked

them about what the text was about. Below is the implementation of the top-down processing.

(1:20)		
T	:	When you read this title, <i>ketika kamu baca judul ini</i> , what kind of information, <i>informasi apa yang akan kamu dapatkan dari judul ini? Kira- kira?</i> (When you read this title, when you read this title, what kind of information, what kind of information you will probably get?)
S	:	<i>Benda-benda di sekolah.</i> (Things at school.)
T	:	Oke the things and then? <i>Ini yang baris sebelah kanan kok diem aja, ayo utarakan pendapat kalian, ga papa.</i> (Ok, the things and then? Why you who sat in the right row kept silent, please share your opinion, it is ok.)
S	:	<i>Suasana belajar.</i> (Learning situation.)
T	:	Louder please, <i>apa? Ga papa, yang keras. Apa Gilang?</i> (Louder please, what did you say? It is ok for you to say louder. What did you say Gilang?)
		<i>Suasana belajar.</i> (Learning situation)
(App-C/TLPT-1/Jan 21, 2013)		

In reference to the transcript above, the teacher applied the top-down processing by asking the students to make prediction about the information they probably get from the text. Also, she motivated them who sat in the right side to be more active in stating their predictions. She called one of them and made her stated her predictions. The strategy was useful because they were interested in stating their predictions.

After having students' prediction, she gave them information about how they should make prediction about a descriptive text. She said that they had to apply some questions related to what, where and how questions. Those questions were about what, where and how. They had to make predictions based on what the

described place, where it was, how it was. The implementation of these questions is shown as follows.

(1:21)		
T	:	Before you guess more. Please look at the screen. <i>Jadi kalo descriptive text informasi yang akan kamu dapat itu berupa jawaban dari beberapa pertanyaan. Jadi coba kamu bertanya what, apa yang ada di situ, who, siapa saja yang ada distu, kemudian where and how.</i> (Before you guessing more. Please look at the screen. The information you will find in a descriptive text text are the answers some questions. So, try to ask using what, what things are there, who are there, then using where and how.)
S	:	<i>Tempatnya.</i> (The location)
T	:	<i>Ya bisa tempatnya.</i> And how? (Yes, it can be the place. And how?
S	:	<i>Bagaimana.</i> (How)
(App-C/TLPT-1/Jan 21, 2013)		

After giving information about these questions, she showed them the text. She assisted them to discuss the content of that paragraph. Then, she moved to the bottom-up processing by making them construct meaning from the words level to the sentences level. The implementation of the bottom-up processing is performed below.

(1:22)		
T	:	Wall itu artinya apa? Pada titik-titik depan ada papan tulis. (What is the meaning by wall? On the front bla bla bla there is a blackboard.
S	:	<i>tembok.</i> (wall).
T	:	<i>Ya, tembok.</i> And cupboard? What is the meaning of cupboard? Coba diklik tulisannya di layar itu. (Yes, wall. And cupboard? What is the meaning of cupboard? Click the word on the screen).
S	:	<i>O anu, almari.</i> (I think it is cupboard).
(App-C/TLPT-1/Jan 21, 2013)		

In reference to the transcript above, the teacher applied the bottom-up processing in teaching reading, while from the previous transcript, it can be seen that she had applied the top-down processing. So, she applied the interactive

multimedia in teaching reading as the combination of the top-down and the bottom-up processing. After applying the interactive multimedia to make the students have good understanding about the content of the text, she gave the whole text and asked them to read it by themselves. Then, she moved to give them a task for JCOT. In this task, they had to work in pairs to complete the task given. The task was about the detailed information of the descriptive text. In other words, they had to identify the information of the descriptive text based on the text they had read. Then, for the ICOT, she gave three kinds namely translation sentence, filling up exercise and question exercise from the interactive multimedia. In post teaching, she made a review with the students about what they had learnt that day. Then, the bell rang and she ended the lesson.

#### **4) Implementing the Interactive multimedia to Improve Students' Reading Comprehension in the Fifth meeting**

The fourth meeting was held on Jan 22, 2013. The collaborator acted as the teacher and the researcher acted the observer. The teacher started the pre-teaching by greeting the students, asking the captain of the class to lead a prayer and checking the students' attendance. All of them were present although one of them came late because of rain. The media was ready to be used she started the lesson by moving to the while teaching. In BKOF, she asked them about the materials that they had in the previous meeting. She asked them about the purpose and the parts of descriptive texts. In MOT, she gave a model of descriptive text entitled *Brazil*. She assisted them to discuss the content and the parts of the text. After having MOT, she began to move to JCOT by showing a title to the students. It

was *Wardi's house*. In this activity, she started to apply the interactive multimedia by applying the bottom-up processing in order to make the students have good understanding about the title. The implementation of the bottom-up processing is presented as follows.

(1:23)		
T	:	Do you understand the title? <i>Paham judulnya?</i> house means? (Do you understand the title? Do you get it? House means?)
S	:	<i>Rumah.</i> (house)
T	:	<i>Ya betul.</i> (Yes, correct)
T	:	Between my school and my house means? Click the words.
S	:	<i>Diantara sekolahku dan rumahku.</i> (Between my school and my house.)
(App-C/TLPT-1/Jan 23, 2013)		

After applying the bottom-up processing, she moved to the top-down processing which activates some sub-reading skills which are making prediction and guessing the meaning of difficult words. This was very useful to students to activate their background knowledge to maximally comprehend the English text. Below is the implementation of the top-down processing.

(1:24)		
T	:	What can you predict if the title is Wardi's House. Can you guess what the first paragraph contains? <i>Jadi kira-kira paragraf pertama tentang apa?</i> (What can you predict if the title is Wardi's house. Can you guess what the text contains?)
S	:	What, how
T	:	<i>Ya boleh. Jadi kalian bisa menebak dengan pertanyaan ini what, where, who, atau how ya. Jadi kalian menanyakan pertanyaan itu yang terkait dengan deskripsinya ya. Jadi apa yang bisa kalian tebak?</i>
S	:	(Yes, you may. So, you can predict with these questions, what, where, who, or how. You have to use them to ask the information related to the description. So, what kind of information you can predict?)
T	:	Louder please. <i>Ayo ga papa, ngomong saja, ga ada yang salah kok.</i> (Louder please. It is ok for you to say, there is nobody make mistakes.)
S	:	<i>Dimana rumah Wardi?.</i> (Where is Wardi's house?)
T	:	Yes, good. What else?
S	:	<i>Bagaimana rumahnya?</i> (How is his house?)
(App-C/TLPT-1/Jan 22, 2013)		

In reference to the transcript above, the teacher not only applied the top-down processing but she also motivated the students who sat in the right row to state their prediction. After having their prediction, they got the text and the teacher asked them about the information they got from the text. They compared their prediction with the information they read in the text.

The activities of making prediction and guessing meaning based on the context was conducted for the text. Those activities showed the use of the interactive multimedia as the combination of the top-down processing and the bottom-up processing. She applied the top-down processing by asking the students to state their prediction while she applied the bottom up processing by asking them to guess the meaning of some words found in the text. After predicting the whole paragraphs, the teacher gave the whole text to the students and asked them to read it. Then, she asked them to work in pairs to complete the table by identifying the parts of the text. When they had a discussion with their partner, she walked around the class to monitor their activity. After that, they started to share their answer to their classmates.

In ICOT, she gave them the some tasks. They were asked to do translation sentence, filling up exercise and question exercise from the interactive multimedia. Then, they began to share their answer. The bell rang and the she ended the lesson.



## **6. Implementing the Interactive Multimedia to Improve Students' Reading Comprehension in the Sixth Meeting**

The Last meeting was held on Wednesday January 23, 2013. In this meeting, the researcher acted as the observer and the collaborator acted as the teacher. The teacher started the teaching and learning process in pre teaching by greeting the students, asking the captain of the class to lead the prayer and checking the students' attendance. Then, the teacher was helped by two students preparing the computers and CDs as the media in teaching and learning process. After the media was already to use, she started to move to the while teaching stage by having BKOF. She asked the students the previous materials, the title of the text that was given and the parts of descriptive texts. Then, she continued teaching and learning process by moving to MOT. She showed some pictures on the screen. She asked them to predict what text they were going to discuss. They answered by saying a title, that was *a beach*. After that, she began to show the students the text entitled *Jatim Park*. She asked the students about what the text was about. Also, she asked them about the main idea, description, the purpose, and the parts of descriptive texts and the characteristic.

She began to move to the JCOT by applying the interactive multimedia with the text 'My Room'. As the first two meetings, she started the interactive processing by applying the top-down processing. She asked the students about the text based on the title they read. The activity is presented in the following teaching and learning process transcript.

(1:04)		
T	:	My Room. What do you think about this text
S	:	Ruanganku .(My room)
T	:	What does the text tell you about?
S	:	It is about my room
(App-C/TLPT-2/Jan 23, 2013)		

After having students' prediction about the content of text, she began to show the text and asked about the detail information in it such as the main idea, the descriptions explained in the text. Then, she started to move to the bottom-up processing by asking the meaning of some difficult words found in the text. The implementation of the bottom-up processing is illustrated in the following transcript.

(1:05)		
T	:	My books are on the shelf . Bukuku <i>di?</i> <i>Di apa?</i> shelf? (My books are on the shelf. What is shelf?)
S	:	<i>Rak.</i> (Shelf.)
T	:	Where is the self ....based on the text?
S	:	On the wall
(App-C/TLPT-2/Jan 23, 2013)		

The transcript above shows that the teacher applied top-down processing and bottom-up processing in turn by asking the students to make prediction and guess the meaning of difficult words found in the text. After applying the processing, they were asked to work in pair to identify the descriptions or information, the parts, the purpose, based on the given text. When they were doing the task, the teacher walked around the class to monitor their activities. Some of them often asked the difficulties they faced when she passed their desk.

After few minutes, she started to discuss the answer with the students and the students reported their scores.

In ICOT, the teacher gave the students the next tasks from the interactive multimedia which was translating exercise, filling up exercise and questions exercise. After all the students completed the tasks, the teacher started to discuss them and students were asked to report their score. They were enthusiastic in discussing the answer by struggling to be the one who answer the question and got the perfect score. A few minutes before the class ended, the teacher moved to the post-teaching by asking the students about their difficulties. Then, the bell rang and she closed the lesson.

### **c. Reflection**

The teaching and learning process in Cycle II was done successfully. All of the activities were well accomplished. Also, most of the students were enthusiastic in joining the reading teaching and learning process in the classroom. They did tasks through the interactive multimedia well. In presenting materials to the students, the teacher did not find any difficulties because it was presented through the interactive multimedia. The explanation was clear enough so they understood it well. They got information about what a descriptive text is. They also knew its purpose and its generic structure. The students' understanding of descriptive texts is illustrated in the following transcript of the teaching learning process.

(1:27)		
T	:	<i>Ya, the purpose atau tujuan dari descriptive text ya. Apa tadi?</i> (Yes, that is the purpose of descriptive text . What is it?)
S	:	To describe features of something.
T	:	<i>Ya, jadi tujuannya dari descriptive text adalah untuk mendeskripsikan fitur sesuatu. Ok, what else that you can remember related to the descriptive texts text? Apa lagi yang bisa kalian ingat dari descriptive text?</i> (Yes, so the purpose of the descriptive text texts is to describe features of something.)
T	:	<i>Bagian-bagiannya.</i> (Its structure.) The structure of descriptive text. <i>Ok apa saja structure nya atau bagian bagiannya?</i> (The structure of descriptive text. Ok, what is the structure of descriptive text texts?)
S	:	Introduction.
T	:	<i>Introduction ya. Dalam introduction, what can you gets? Apa yang bisa kamu dapatkan dalam introduction?</i> (Introduction. In the introduction, what can you get? What kind of information you can get from the introduction?)
S	:	The things
T	:	What else?
S	:	Description (App-C/TLPT-1/Jan 23, 2013)

Below is the interview transcript that shows the students' knowledge of descriptive text.

(1:28)		
R	:	<i>Novia, tadi pelajarannya tentang apa Novia?</i> (Novia, what is the lesson today about?)
S	:	<i>Tentang apa ya, e descriptive text.</i> (It is about descriptive text.)
R	:	<i>Masih inget ga bagian-bagiannya?</i> (Do you still remember the structures of descriptive text?)
S	:	<i>Bagiannya introduction and description.</i>
App-B/In-22/Jan 23, 2013)		
(1:29)		
R	:	<i>Dita sama Nadia. Tadi pelajarannya tentang apa?</i> (Dita and Nadia. What is today lesson about?)
S	:	Descriptive text.
R	:	<i>Mengerti ga?</i> (Do you understand it?)
S	:	<i>Mengerti.</i> (Yes, I do.)
R	:	<i>Tujuannya masih inget ga?</i> (Do you still remember its purpose?)
S	:	To describe features of places or things
R	:	<i>Ya, what to describe the reader or listener tentang?</i> (Yes, what is it described to the reader or listener?)
S	:	<i>Ya pokoknya tentang sesuatu.</i> (About something.)
(App-B/In-24/Jan 23, 2013)		

The opinion about the students' knowledge of descriptive text was also stated by the collaborator. The following is the interview transcript that was conducted between the researcher and the collaborator.

(1:30)		
R	:	<i>Pertemuan terakhir ini berjalan dengan lancar ya bu?</i> (Do you think that this last meeting runs well Miss?)
C	:	<i>Ya, mereka lebih paham juga tentang</i> descriptive text. (Yes, they also have a better understanding about descriptive text.)
R	:	<i>Inggih bu.</i> (Yes, I see.)
(App-B/In-26/Jan 23, 2013)		

In Cycle II, the students not only understood the explanation about descriptive text given by the teacher but also comprehended the text given well. They answered most of the questions related to the text. The situation is presented in the following interview transcripts that were conducted between the researcher and the students.

1:31)		
R	:	<i>Mayang tadi pelajarannya tentang apa ya?</i> (Mayang, what is today lesson about?)
S	:	<i>Tentang</i> descriptive text. (It is about descriptive text.)
R	:	<i>Ngerti apa ga?</i> (Do you understand it?)
S	:	<i>Ngerti.</i> (Yes, I do.)
R	:	<i>Bisa jawab soal-soalnya ga tadi?</i> (Can you answer the given questions
S	:	<i>Bisa. Tapi ada yang ga bisa beberapa.</i> (Yes, I can. But I cannot answer some of them)
App-B/In-20/Jan 23, 2013)		
(1:32)		
R	:	<i>Novia, tadi pelajarannya tentang apa Novia?</i> (Novia, what is today lesson about?)
S	:	<i>Tentang apa ya, e</i> descriptive text. (I think it is about descriptive text texts.)
R	:	<i>Masih inget ga bagian-bagiannya?</i> (Do you still remember its structures?)
S	:	<i>Bagiannya</i> introduction and description. (They are introduction and

		decription.)
R	:	<i>Terus kamu tadi soal-soalnya bisa jawab apa ga?</i> (Can you answer the given questions?)
S	:	<i>Sebagian.</i> (Most of them)
R	:	<i>Mayoritas bisa ya?</i> (Most of them?)
S	:	<i>Insya Allah</i>
App-B/In-22/Jan 23, 2013		

In these two meetings conducted in Cycle II, the teacher applied the interactive multimedia as the combination of the top-down processing and the bottom-up processing. The implementation of the interactive multimedia was implemented by directing the students to make prediction about the content of the text and guess meaning of words found in the text based on the context. Below is the improvement that students had experienced implementation of interactive multimedia combined with the bottom-up and top-down processing.

1:23)		
T	:	Do you understand the title? <i>Paham judulnya?</i> house means? (Do you understand the title? Do you get it? House means?)
S	:	<i>Rumah.</i> (house)
T	:	<i>Ya betul.</i> (Yes, correct)
T	:	Between my school and my house means? Click the words!
S	:	<i>Diantara sekolahku dan rumahku.</i> (Between my school and my house.)
(App-C/TLPT-1/Jan 23, 2013)		

The transcript above shows that the teacher applied the top-down processing by asking the students to guess the meaning of some words found in the text. The implementation of the top-down processing is presented below.

(1:24)		
T	:	What can you predict if the title is Wardi's House. Can you guess what the first paragraph contains? <i>Jadi kira-kira paragraf pertama tentang apa?</i> (What can you predict if the title is Wardi' house. Can you guess what the text contains?)
S	:	What, how

T	:	<i>Ya boleh. Jadi kalian bisa menebak dengan pertanyaan ini what, where, who, atau how ya. Jadi kalian menanyakan pertanyaan itu yang terkait dengan deskripsinya ya. Jadi apa yang bisa kalian tebak?</i>
S	:	(Yes, you may. So, you can predict with these questions, what, where, who, or how. You have to use them to ask the information related to the description. So, what kind of information you can predict?)
T	:	<i>Dimana rumahnya. (Where is the house.)</i>
S	:	Louder please. <i>Ayo ga papa, ngomong saja, ga ada yang salah kok. (Louder please. It is ok for you to say, there is nobody make mistakes.)</i>
T	:	Yes, good. What else?
S	:	<i>Bagaimana rumahnya? (How is his house?)</i>
App-C/TLPT-1/Jan 23, 2013)		

After the teacher applied the interactive multimedia in this cycle, the obstacles that were faced in the first cycle were solved well. The students did not make the prediction haphazardly as what they often did in the first cycle. They were more systematic in stating their prediction because their English teacher taught them in the classroom. Also, the students who sat on the right row became more active than usual. They were more active in stating their prediction because the teacher always motivated them to state their prediction.

The evidence of the solved problems was also stated by the collaborator. Below is the interview transcript that was conducted between the researcher and the collaborator.

(1:36)		
R	:	<i>Bagaimana bu, menurut ibu pertemuan keempat ini? (What do you think about this fourth meeting Miss?)</i>
C	:	<i>Kalo mbaknya gimana? Kalau saya ya sudah berjalan dengan baik</i>
R	:	<i>ya. (What do you think? I think it runs well.)</i>
C	:	<i>Saya lihat juga begitu bu, tidak ada yang sembarangan memprediksi juga. Tidak seperti kalau saya yang ngajar. (I think so Miss, there is no student who makes prediction haphazardly. It is different from the condition when I act as the teacher.)</i>

R	:	<i>Ya, mungkin karena penerapan beberapa pertanyaan ya mbak, jadi prediksi mereka lebih tertata. (I think it is also because of the implementation of some questions so their prediction is more systematic.)</i>
C	:	<i>Inggi bu, lalu saya lihat beberapa anak di baris sebelah kanan juga sudah mulai mau berpendapat. (I think so. The students who sat on the right row also have started to share their idea.)</i>
(App-B/In-22/Jan 23, 2013)		
(1:36)		
R	:	<i>Bagaimana bu, menurut ibu pertemuan keempat ini? (What do you think about this fourth meeting Miss?)</i>
C	:	<i>Kalo mbaknya gimana? Kalau saya ya sudah berjalan dengan baik</i>
R	:	<i>ya. (What do you think? I think it runs well.)</i>
C	:	<i>Saya lihat juga begitu bu, tidak ada yang sembarangan memprediksi juga. Tidak seperti kalau saya yang ngajar. (I think so Miss, there is no student who makes prediction haphazardly. It is different from the condition when I act as the teacher.)</i>
R	:	<i>Inggi bu, lalu saya lihat beberapa anak di baris sebelah kanan juga sudah mulai mau berpendapat. (I think so. The students who sat on the right row also have started to share their idea.)</i>
C	:	<i>Ya, mereka kurang dimotivasi saja sebenarnya. (Yes, they just need to be motivated actually.)</i>
App-B/In-22/Jan 23, 2013)		

Beside the obstacles that were solved successfully, the students were interested on the implementation of the interactive multimedia. In addition, they also stated that the implementation of the interactive multimedia helped them comprehend the text better than they had a non interactive media. The students' opinion is shown in the following interview transcript.

(1:37)		
R	:	<i>Terus kan kemarin aku disini menerapkan interactive multimedia , itu kayak membantu siswa memprediksi gitu sebelum baca dengan media ini. (I applied the interactive multimedia yesterday that is helping prediction before reading the text with the media.)</i>
S	:	<i>Iya. (I see)</i>
R	:	<i>Sama menerka-nerka arti kata-kata susah, itu menurut kamu, kamu lebih suka yang prediksi dulu apa dikasih teks lalu kerjain soalnya? (And also guessing the meaning of difficult words. Which way do you prefer, making prediction or giving a text and doing the tasks?)</i>



S	:	<i>Prediksi dulu. (Making prediction.)</i>
(App-B/In-20/Jan 23, 2013)		
(1:38)		
R	:	<i>Terus kan beberapa pertemuan ini diterapkan interactive multimedia dengan membantu prediksi dulu terus menerka-nerka arti kata berdasarkan konteksnya, menurut kamu tu kamu lebih bias paham teksnya dengan media apa tanpa media dan langsung dikasih teks terus disuruh ngerjain soal? (I have applied the interactive multimedia by helping making prediction and guessing meaning based on the context. Do you think that you can understand more by applying the interactive processing or by reading the text directly and doing the tasks?)</i>
S	:	<i>Prediksi dulu. (By making prediction.)</i>
R	:	<i>Soalnya kenapa? (Why?)</i>
S	:	<i>Ya kan untuk menentukan kira-kira nanti yang mau dibaca apa. (To let me know what event I am going to read.)</i>
R	:	<i>Ok, jadi kayak tau gambarannya dulu ya? (Ok, so it a kind of background knowledge right?)</i>
S	:	<i>Iya. (Yes.)</i>
(App-B/In-22/Jan 23, 2013)		

The interview transcript above shows that the interactive multimedia is useful in teaching reading. The students were interested to it because of some reasons such as it made them curious to read the text and help them activating their background knowledge before they read the whole text. In conclusion, the students' reading comprehension can be improved by using the interactive multimedia. This statement is also supported by the following interview transcript that was conducted between the researcher and the collaborator.

(1:40)		
R	:	<i>Kalo yang tadi bu tentang pemahamannya? Apa mereka memang terbantu dengan penerapan interactive multimedia ini? (What do you think about the comprehension? Do you think they are helped by applying the interactive multimedia?)</i>
C	:	<i>Ya, seperti yang sudah pernah saya sampaikan sebelumnya ya, jadi mereka memang terbantu karena mereka punya gambaran dulu sebelum membaca teksnya. (Yes, as what I told you before, they are helped because they have the background knowledge before they read the</i>

		<b>text.)</b>
R	:	<i>Dengan guessing meaningnya and bantuan gambar-gambar bu? (How about the guessing meaning and the pictures' help Miss?)</i>
C	:	<i>Ya, membantu juga karena kan mereka jadi bisa belajar mengerti maksud atau arti dari kata-kata sulit tanpa harus melihat kamus. (They are helped because can learn the meaning of difficult words without have to look up the dictionary.)</i>
R	:	So, it can be concluded that the interactive multimedia can improve students' reading comprehension Miss?)
C	:	<i>Ya, begitu. (Yes, I think so).</i>
(App-B/In-22/Jan 23, 2013)		

The data of students' comprehension test show an improvement of the result of the students' post-test. The result of the students' post-test was illustrated in Table 7.

Table 7: The Result of the Students' Post-test

Data	Post-test
Mean	68.05
Standard Deviation	4.66
Number of students	32

#### d. Summary of Cycle II

From the implementation of the actions in Cycle II, there were some actions that were successful. The descriptions of the successful actions were as follows.

1. The use of the interactive multimedia was successful in making the students participating well during the teaching and learning process. They followed the given instruction and looked interested in reading and completing the tasks. The

students made their prediction systematically. Also, the students who sat at the right row actively stated their ideas.

2. The use of the interactive multimedia made the students comprehend the text given without asking the teacher to translate it.

3. The use of the interactive multimedia was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.

4. The students comprehended the given text easier by the implementation of the interactive multimedia. They answered the questions related to the text correctly.

5. The use of the interactive multimedia improved students' reading comprehension ability.

## **B. The General Findings**

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension to students of Grade VII of SMPN 2 Berbah through the interactive multimedia. Therefore, the actions conducted answered the questions formulated in the first cycle. In the first cycle, the implementation of the interactive multimedia was successful to make the students engaged in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions that were the class became noisy, some students made prediction noisily and

haphazardly and they who sat at the right row tend to be passive. Therefore, the researcher solved the problems so that in Cycle II the students' reading comprehension improved. The research finding on improving reading comprehension is summarized in Table 8.

**Table 8: The Result of the Action Research Study**

No.	Pre-condition	Cycle I	Cycle II
1.	The use of conventional media to teach reading.	The use of interactive multimedia can help some of the students participate well in the reading teaching and learning process. The students who sat in the right row were passive. However, some of them make prediction haphazardly.	The use of interactive multimedia can help some of most of the students participate well in the reading teaching and learning process. The students who sat in the right row actively stated their ideas. They stated their prediction systematically.
2.	The students had to be helped in comprehending the text by translating it.	The use of the interactive multimedia made the students comprehend the text given without asked the teacher to translate it.	The use of the interactive multimedia made the students comprehend the text given without asked the teacher to translate it.
3.	The reading lesson was monotonous.	The reading lesson was not monotonous. However the class became noisy.	The reading lesson was not monotonous. The noisy could be reduced well.
4.	The students did not comprehend the text given well.	The students comprehended the given text.	The students comprehended the given text.
5.	The students had low reading comprehension.	The students' reading comprehension improved.	The students' reading comprehension improved.

Before the implementation of the action, the teaching and learning process was monotonous. The activity did not motivate the students to participate well during the teaching and learning process. Most of the students were very sleepy

and were lazy to read the text. After the action was implemented, the teaching and learning process was not monotonous. The students were also actively participated during the teaching and learning process. After the implementation of the action, the students' reading comprehension improved. They can answer the questions related to the text. They also understood what the text is about. The improvement of the students' reading comprehension is also presented in the score of pre-test and post-test.

**Table 9: The summary of the result of the pre-test and post-test.**

Test	Frequency	Mean	Standard Deviation
Pre-test	32	58.52	7.99
Post-test	32	68.05	4.66

Table 9 shows that the mean score of post-test (68.05) is higher than the mean score of pre-test (58.52). The gain score of students' reading comprehension test is 9.53, which shows that there is an improvement of students' reading comprehension ability.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

Chapter V presents the conclusions, implications, and suggestions of the research. These points are presented as follows.

#### **A. Conclusions**

In reference to the objective of the study, the conclusions of the research were formulated as follows.

1. This research employs two cycles in implementing the interactive multimedia as the combination of top-down processing and bottom-up processing in carrying the problem out at the Grade VIIC students' of SMPN 2 Berbah which had low reading comprehension ability. In reference to the result of the research, the interactive multimedia is believed as media that is able to improve students' reading comprehension ability. Interactive media helped the students to activate their background knowledge by making prediction and improve their vocabulary mastery by guessing meaning of the difficult words based on the context or pictures of that media.
2. In this research, the improvements of the students' reading comprehension ability after the implementation of the interactive multimedia were indicated in two kinds of data. In reference to the result of observations, interviews, the students were interested and motivated to be actively involved in the teaching and learning process during the implementation of the interactive media. They

followed all the instructions and were interested to read and complete the tasks. They answered the questions related to the text correctly. In addition, the implementation of the interactive multimedia minimized the students to look at the dictionary. The improvement of the reading comprehension ability is also presented in the score of the pre-test and the post-test. The gain score of students' reading comprehension test is 9.53, which shows the improvement of the students' reading comprehension ability.

## **B . Implications**

Based on the results of the study, it was found that the implementation of the interactive multimedia improved the students' reading comprehension ability. In addition, the students were interested and actively involved in the teaching and learning process during the implementation of the interactive multimedia. It implies that the interactive multimedia is highly recommended in the teaching and learning process of reading because it offers some benefits. They are increasing the students' reading comprehension and encouraging them to be actively participating in comprehending the texts. Furthermore, the results of the study indicated that the process of implementing the interactive multimedia run well because it was successful in making all of the students actively participated. In addition, to make their prediction systematic, she applied some questions to the students. So, the students had to make prediction based on the questions related to *what*, *where*, *who*, and *how*. In conclusion, interactive multimedia is one kind of effective media for teaching writing to improve students' comprehension in reading texts.

### **C. Suggestions**

Based on the conclusions and the implications of the study, some suggestions are directed to the English teacher and other researcher.

#### **1. For the English teachers**

It is essential for the teacher especially the English teachers at SMPN 2 Berbah to improve the students' reading comprehension by applying the various and interesting teaching media. The interesting media are useful to make the students enjoyed and participated well during the teaching and learning process. One of the interesting media that could be applied by the teachers is the interactive media. In implementing the interactive media, the teacher has to make sure that all of the students are participated. When she found some students who did not participated well, she has to find a way to make them actively participated as the other students. Also, to have systematic prediction, she has to apply some questions to the students. So, the students make prediction based on the questions.

#### **2. For other researchers**

This research is mainly focused on how to improve the first grade students' comprehension in the reading practices by using interactive multimedia. There are still many problems in this field, which are not yet solved. This research may be used as the reading materials before other researchers do the actions related to efforts to improve the first grade students' comprehension in the reading practices by using interactive multimedia.



## REFERENCES

- Alderson, C. 2000. *Assesing Reading*. Cambridge: Cambridge University Press.
- Alyousef. 2005. *Language Learning Strategies in Independent Settings*. The Reading Matrix Vol. 5, No. 2, September 2005.
- Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language* (3<sup>rd</sup> Ed). Boston: Heinle & Heinle, A Division of Thomson Learning, Inc.
- Gebhard, Jerry. G. 1996. *Language Teaching Awareness*. Cambridge: Cambridge Language Education.
- Grabe, William, 2009. *Reading in a Second Language*. Cambridge: Cambridge University Press.
- Harmer, Seremy. 2001. *The practice of English Language Teaching*. London: Longman.
- Jordan, R.R. 1997. *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge Language Teaching Library.
- Lee, W, and Owens, D. L 2004. *Multimedia Based Instructional Design (Revised Ed)*. San Fransisco: Pfeiffer.
- Levy, M. 1997. *Computer Assisted Language Learning: Context and Conceptualization*. Oxford: Oxford University Press.
- Mickulecky, B. S. 1990. *A Short Course in Teaching Reading Skills*. Massachusetts: Addison-Wesley Publiishing Company
- Mishra Sanjaya and Sharma Ramesh C. 2005. *Multimedia in Education and Training*. Hershey, Pennsylvania: Idea Group Inc.
- Nunan, D. 1993. *Introducing Discourse Analysis*. London: Pinguin.
- Nuttal, C. 2000. *Teaching Reading Skills in A Foreign Language*. London: Macmillan Publisher Limited.
- Newby, T. J. 1999. *Instructional Technology Methodology A Textbook For Teacher*. New York: Prentice-Hall

Newby, Timothy J. 2000. *Instructional Technology For Teaching and Learning*.  
Virginia:University Of Virginia.

Tomlinson, Brian. 2008. *English Language Learning Materials*. London:  
Continuum International Publishing Group.

Vaughan, T. 2000. *Multimedia Making It Works*. New York: Mc Graw-Hill

# **APPENDICES**

Appendix 1

FIELD NOTES

## 1. Field Notes 1

Day and Date: Tuesday, November 13<sup>rd</sup>, 2012, 08.45

R mengurus surat penelitian di kantor Gubernur yang beralamat di kompleks Kepatihan, Danurejan, Yogyakarta. Setelah R mendapatkan surat ijin penelitian pada pukul 10.00 WIB, R menyampaikan surat tembusan di BAPPEDA yang beralamat di Jalan Parasamya, Beran, Tridadi, Sleman. R mendapatkan surat ijin penelitian yang dikeluarkan oleh BAPPEDA pada pukul 11.30 WIB. Kemudian R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Kantor Bupati Sleman, Kantor Kesatuan Bangsa Kabupaten Sleman dan Dinas Pendidikan, Pemuda dan Olah Raga Kabupaten Sleman.

## 2. Field Notes 2

Day and Date: Wednesday, November 14<sup>th</sup>, 2012, 09.00

R datang ke sekolah yang akan dijadikan tempat penelitian, yaitu SMPN 2 Berbah pada pukul 09.00 WIB. R menyampaikan tujuan untuk mengadakan penelitian di sekolah pada bagian tata usaha dengan menunjukan surat ijin penelitian yang dikeluarkan oleh BAPPEDA.

Petugas tata usaha membuat surat pengantar untuk bertemu dengan Kepala Sekolah. Kemudian R masuk ke ruang Kepala Sekolah dengan membawa surat pengantar dari bagian tata usaha dan surat ijin penelitian dari BAPPEDA. Di sana, R menyampaikan maksud untuk mengadakan penelitian pembelajaran bahasa Inggris di kelas VII. Kepala Sekolah lalu menunjuk salah satu guru bahasa Inggris kelas VII C untuk membantu terlaksananya penelitian. R mengucapkan terimakasih dan mohon ijin untuk menemui guru bahasa Inggris di ruang guru. R juga menemui guru bahasa Inggris yang dimaksud (yang selanjutnya akan disebut collaborator) di ruang guru. R menjelaskan tentang jenis penelitian, latar belakang penelitian, prosedur penelitian dan metode yang akan digunakan untuk mengajar reading di dalam kelas. R juga bertanya pada C mengenai jadwal pelajaran bahasa Inggris kelas VII C dan materi apa saja yang sudah dan belum diajarkan. Akhirnya R dan C sepakat untuk memulai penelitian di semester genap, yaitu pada tanggal 11 Desember 2012 dan melaksanakannya seminggu tiga kali, yaitu pada hari senin, selasa dan hari rabu. R dan C mengatur jadwal penelitian, yaitu hari Thursday tanggal 3 Januari akan diisi dengan observasi, hari rabu tanggal 10 Januari akan diisi dengan pemberian pretest dan hari senin tanggal 14 Januari R mulai mengajar.

R kemudian mengucapkan terimakasih dan mohon pamit.

### 3. Field Notes 3

Day and Date: Thursday, November 22<sup>th</sup>, 2013, 09.45

R menemui C di ruang guru dan C mengajak R berbincang-bincang di ruang guru jaga karena hari itu C mendapatkan jadwal piket jaga. R kemudian menyampaikan maksud kedatangannya yaitu untuk mengadakan tryout pretest yang telah dibuat dan menyampaikan RPP untuk pertemuan pertama. C dan R menemui guru bahasa Inggris lain untuk meminta jam pelajaran bahasa Inggris untuk mengadakan tryout pretest karena C hanya mampu satu kelas saja di kelas VIIC. Akhirnya R sepakat dan kemudian memberikan RPP untuk pertemuan pertama. Lalu R dan C membahas RPP tersebut. Setelah RPP selesai dibahas, R berterimakasih dan pamit untuk pulang.

### 4. Field Notes 4

Day and Date: Saturday, November 24<sup>th</sup>, 2013. 10.30

R menemui guru bahasa Inggris kelas VIIC di ruang guru. R dan guru bersepakat untuk membagi siswa kelas VIIC menjadi dua kelas agar pelaksanaan tryout pretest berjalan maksimal dan siswa tidak terlalu mudah untuk mencontek. R dan guru pun sepakat membagi siswa berdasarkan presensi mereka, yaitu siswa bernomor presensi ganjil tetap di kelas sedangkan siswa bernomor presensi genap pindah ke laboratorium biologi.

Guru kemudian mengecek laboratorium biologi untuk memastikan apakah laboratorium tersebut bisa digunakan untuk tempat tryout atau tidak. Guru memberitahu R bahwa ruang laboratorium bisa digunakan dan meminta R segera menuju kelas VIIC begitu bel berbunyi. Guru juga memberitahu R jika beliau akan membantu mengawasi jalannya tryout di laboratorium biologi dan R yang akan mengawasi jalannya tryout di ruang kelas VIIC. R menyerahkan sebagian bendel soal kepada guru untuk digunakan di laboratorium biologi.

Begitu bel berbunyi R segera menuju ruang kelas VIIC. Setelah mengucapkan salam dan memperkenalkan diri, R meminta siswa bernomor presensi genap pindah ke laboratorium biologi karena mereka akan melaksanakan test.

R meminta siswa duduk satu bangku satu siswa kemudian membagikan soal beserta lembar jawab. Setelah waktu mengerjakan habis, R meminta siswa mengumpulkan soal beserta lembar jawab mereka. Di akhir, R menutup pertemuan tersebut dan mengucapkan salam. R menemui guru bahasa Inggris kelas VIIC di ruang guru. Guru menyerahkan soal dan lembar jawab siswa pada R. R berterimakasih dan pamit pulang.

## 5. Field Note 5

Day and Date: Tuesday November 27, 2013. 08.30

R datang ke sekolah pukul 06.40.00 WIB. R pun menunggu C di depan ruang guru karena C belum datang. C datang dan meminta R menunggu sebentar. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas VIIC dimana penelitian akan dilaksanakan. Di perjalanan menuju kelas, C bertanya kepada R tentang pelaksanaan tryout pada hari senin.

Sesampainya di ruang kelas, terlihat para siswa belum menempati tempat duduk masing-masing. Karena hari itu adalah hari yang telah disepakati untuk observasi, maka C yang mengajar dan R duduk di bangku belakang.

Setelah mengucapkan salam, mempersilahkan berdoa dan memeriksa kehadiran siswa, C memperkenalkan R kepada para siswa dan menjelaskan tujuan R datang ke kelas tersebut.

C memulai pelajaran dengan meminta siswa membuka buku pelajaran mereka di halaman 57, yaitu tentang descriptive text. C bertanya pada siswa tentang jenis teks yang dapat dikategorikan sebagai descriptive texts dan bertanya tentang organization textsnya. Hanya beberapa siswa yang bisa menjawab pertanyaan dari C sedangkan mayoritas dari mereka diam.

Setelah itu C membahas PR siswa yaitu menjodohkan beberapa kalimat dengan gambar yang ada dan meminta siswa menjodohkan beberapa kata sulit dengan sinonimnya. Mayoritas siswa tidak berpartisipasi dalam membahas PR tersebut, mereka mengobrol dengan temannya dan banyak dari mereka yang terlihat mengantuk. C kemudian meminta siswa membaca teks berjudul *Vila's Family* dan meminta mereka menjawab pertanyaan yang tersedia dalam buku. Mayoritas siswa juga tidak mendengarkan perintah C untuk membaca teks, mereka sibuk dengan kegiatan mereka sendiri. Setelah beberapa menit, C membahas soal-soal tersebut satu persatu. Para siswa tidak dapat menjawab pertanyaan dengan benar karena mereka tidak dapat memahami isi teks dengan baik. Kemudian C menerjemahkan kata per kata dalam cerita tersebut untuk membantu siswa memahaminya. Setelah teks berjudul *Vila's Family* selesai dibahas, C meminta siswa membaca teks berikutnya yang berjudul *Ratna's House* dan meminta mereka menjawab pertanyaan berdasarkan teks tersebut.

Beberapa saat kemudian, C membahas jawaban siswa dan menerjemahkan teks tersebut karena siswa juga tidak bisa memahami isi teks dengan baik.

Pukul 08.30 WIB bel berbunyi, menandakan jam pelajaran bahasa inggris telah habis. C segera menutup pelajaran dengan tidak lupa memberikan pekerjaan rumah pada siswa.

C dan R kembali ke ruang guru dan berbincang-bincang sebentar. C memberitahu R bahwa pelajaran reading selalu monoton dan membuat siswa merasa mengantuk. C juga memberitahu R bahwa siswa sering harus dibantu dengan menerjemahkan teks untuk mempermudah mereka memahami teks. Setelah perbincangan dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

## 6. Field Note 6

Day and Date: Januari 9, 2013. 10:30-12:00

R menemui C di ruang guru. R dan C sepakat untuk melaksanakan pretest dengan membagi siswa yang ada seperti ketika melaksanakan tryout pretest pada minggu yang lalu. Siswa akan dibagi berdasarkan nomor presensi mereka. Siswa bernomor presensi ganjil tetap tinggal di kelas, sedangkan siswa bernomor presensi genap pindah ke laboratorium biologi.

R bertugas mengawasi jalannya pelaksanaan pretest di kelas, sedangkan C mengawasi jalannya pelaksanaan pretest di laboratorium biologi. R memberikan sebagian soal dan lembar jawab kepada C. Begitu bel berbunyi, R segera menuju ke ruang kelas VIIC. Setelah R mengucapkan salam, membuka pelajaran dan memperkenalkan diri, R menginformasikan pada siswa yang bernomor presensi genap segera menuju ke laboratorium biologi karena mereka akan melaksanakan test.

R meminta siswa duduk satu bangku satu dan kemudian membagikan soal beserta lembar jawabnya. Setelah waktu mengerjakan berakhir, R meminta siswa mengumpulkan soal beserta lembar jawab mereka. R mengucapkan salam, menutup pelajaran, dan mempersilahkan siswa untuk istirahat.

Pada waktu istirahat tersebut R mewawancarai beberapa siswa yang beristirahat di dalam kelas. R mewawancarai tentang pembelajaran bahasa inggris khususnya reading. Setelah wawancara dianggap cukup R kembali ke ruang guru untuk menemui C. C menyerahkan lembar soal dan lembar jawab kepada R. Di saat tersebut R berbincang-bincang dengan C mengenai pembelajaran bahasa inggris, khususnya reading. Setelah perbincangan dianggap cukup dan R sudah mendapatkan beberapa informasi tentang pembelajaran bahasa Inggris, R mengumumkan bahwa mulai dua minggu kedepan pelajaran bahasa inggris akan diajar oleh Miss Rimbun dan tempatnya menggunakan laboratorium, jadi besok siswa kelas VIIC langsung menuju laboratoruim pada pelajaran bahasa inggris. R mengucapkan terimakasih dan mohon pamit.



## 7. Field Note 7

Day and Date: Monday, Januari 14<sup>th</sup>, 2010. 10:30-12:00

Pada hari itu, R berperan sebagai guru, dan C berperan sebagai observer. R memasuki ruangan laboratorium dan menyapa murid-murid.

T: Good Morning students!

Ss: Good Morning Miss.

T: How did you feel today?

Ss: Good Miss.

T: Although before I have already introduced myself, today let me remind you my name. My name's Rimbun. You can call me Miss Rimbun. And for today until two weeks later, I will teach you in order to collect data for my skripsi. Is that Ok if I teach you?

Ss: Ok Miss

T: Thank you. How many students in this class?

Ss: Thirty two Miss.

T: Great. Well class, today we will learn something new about the material.

Ss: About what Miss?

T : "Ya, today we are going to about descriptive text, hari ini kita belajar tentang descriptive text. Please mention the stories that belong to descriptive text.

Ss : "Deskripsi mengenai rumah ya Miss?."

T: "Ya, boleh".

Pada MOT, R menunjukkan sebuah teks berjudul My Grandma dengan menggunakan proyektor. R memulai activity yaitu pre reading berupa beberapa pertanyaan pengenalan tentang teks descriptive. R mengajukan pertanyaan kepada siswa.

Teacher: What is the title?

Students: My Grandma

Teacher: What do you think then about the title?

Students: Tentang nenek, Miss.

Teacher: Now, it's time for you to read. I'll give five minutes because the text is short.

Setelah itu siswa membaca dengan tenang. Sebelum membaca, R memberitahukan kepada siswa untuk menebak dahulu kata-kata sulit yang ditemukan. Guru berdiskusi dengan siswa mengenai kata-kata yang sulit. R menyebutkan dan menjelaskan generic structure descriptive texts dipapan tulis. Beberapa siswa terlihat menulis apa yang disampaikan oleh R.

T: The language features of descriptive text are Introduction and description. Don't forget to remember.

T: And how about the language features of descriptive text?

Beberapa siswa menjawab tidak tahu, ada juga yang menjawab lupa. R menampilkan language features dari descriptive text yang berupa penggunaan kalimat present tense dan penggunaan kata kerja aksi (Action Verbs). Kemudian R memfokuskan untuk menyampaikan tentang penggunaan simple present dahulu. Siswa terlihat bingung mendengar pertanyaan R.

T: Pola kalimat of simple present?

Setelah mengetahui maksudnya, siswa terlihat berebut mengucapkan pola kalimat dari simple present. R menuliskan jawaban siswa dipapan tulis. Selain itu R menambahkan beberapa pola kalimat simple yang sering digunakan. Untuk mengecek pemahaman siswa tentang kalimat simple, R menugaskan siswa membuat beberapa kalimat dalam present tense.

Setelah itu di JCOT, R menerapkan penggunaan multimedia dengan dikombinasikan dengan top-down and bottom-up processing. R menjelaskan cara mengoperasikan media tersebut.

Selanjutnya R menugaskan siswa untuk membuat kelompok berpasangan. Mereka secara otomatis memilih kelompoknya sendiri. R menunjukkan sebuah teks descriptive melalui media tersebut dan meminta siswa memprediksi isi teks dengan melihat judul dan gambar yang ada di media tersebut untuk menerapkan top-down prosesing. Beberapa siswa merasa sulit dan beberapa memprediksi isi teks dengan sembarang. Untuk menerapkan bottom-up processing, R meminta siswa mencari arti dari kata sukar sesuai konteks kalimat dan juga bantuan gambar atau kata-kata yang ada di dalam media hingga siswa dapat memahami teks dengan baik.

Di ICOT, R meminta siswa mengerjakan latihan langsung dari multimedia tersebut, yaitu translation exercise, filling up exercise dan question exercise. Beberapa siswa dapat melakukan dengan baik dengan score yang bagus. Setelah selesai mengerjakan, siswa diminta untuk melaporkan score yang mereka dapat. R menyimpulkan materi hari itu dan menutup pelajaran.

#### 8. Field Note 8

Day and Date: Tuesday, Januari 15<sup>st</sup>, 2010. 10:30-12.00

Pada hari itu, R berperan sebagai guru, dan C berperan sebagai observer. R memasuki kelas dan menyapa siswa. Ketika R menyapa siswa, beberapa siswa menjawab tidak dalam keadaan baik. Mereka merasa capek karena sehabis mengikuti pelajaran biology di laboratorium. Walaupun begitu R tetap melanjutkan pelajaran. Kegiatan BKOF, R menanyakan materi sebelumnya dan menanyakan kesulitan mengenai materi sebelumnya kepada siswa.

Pada MOT, R menampilkan sebuah teks yang berjudul My Cat Gregory. R menyuruh siswa untuk membaca teks dalam waktu lima menit. R menugaskan siswa untuk memprediksi kata-kata sulit yang ada dalam bacaan melalui konteks. Setelah selesai membaca cerita, R menanyakan kata-kata sulit yang mereka temukan dalam bacaan. Dan kemudian membahas bersama-sama.

R menanyakan kembali tentang generic structure dari teks descriptive. Siswa kelihatan ragu-ragu menjawabnya. Siswa nampak bingung menjawab pertanyaan R. R mengingatkan kembali tentang generic structure dan menyebutkannya didepan siswa. Setelah itu R menugaskan siswa untuk mencari action verbs dari cerita dan menuliskan dipapan tulis. Pada JCOT, R kembali menerapkan interactive multimedia dengan menampilkan sebuah teks descriptive yang berjudul School Subject. R menerapkan top-down processing kepada siswa untuk memprediksi isi yteks dengan mengajukan beberapa pertanyaan.

T : "School Subject. Here we have a title that is *School Subject*. Have you ever heard the words of School Subject? *Pernah denger School Subject*

S : "*Pernah.*"

S : "*Belum.*"

T : "*Belum pernah?*"

S : "*Belum.*"

S : "*Pernah.*"

T : "*School Subject* related to? *Berhubungan dengan apa*

S : "English, Biology."

T : "Yes, good. Ok, can you predict what the text is talking about?

T : "What is the text talking about? *Tentang apa teksnya kira-kira?*"

S : "School Subject."

Setelah melakukan top-down processing, R mencoba menerapkan bottom-up processing dengan meminta siswa menebak arti kata sulit dengan bantuan kontek kalimat dan juga gambar dari media tersebut.

T : "We do our homework together apa? What is the meaning? *Disini, ini.*"

S : "*tugas.*"

T : "*tugas apa?*"

S : "*Anu, anu.*" ("Emm.")

S : "*Anu opo?*"

T : "*Apa home? home?*"

S : "rumah."

T : "*Ya? Apa? homework, tugas yang?*"

S : "*di rumah.*"

T : "*pekerjaan rumah, yes. Good, pekerjaanyang dikerjakan di rumah. And physic is a subject about the nature of things. Apa nature?*

S : "*dasar.*"

T : "*Ya sifat dasar, good.*

Penerapan bottom-up processing dilakukan sampai teks tersebut dipahami dengan baik oleh para siswa. R juga memastikan bahwa siswa memahami generic structure dan kaakteristik dari descriptive text.

T : "Before we start talking about School Subject, let we see here. In descriptive texts we call the sentences as? *Pada bagian awal descriptive kita menyebut ini apa*

S : "**Introduction.**"

T : “Yes . And it is what we call it?”

S : **“Description.”**

T : “Yes, it is description. Ok, and what is the tense? *Tense apa yang digunakan disini?*”

S : “Present ?

T : “Present?”

S : **“Present tense.”**

T : “And one of the other characteristic? *Karakteristik descriptive texts yang lain? Apa? Penggunaan apa?*”

S : **“Action verbs.”**

T : “Action verbs. And what are the examples? *Contohnya?*”

S : **“My father works at the office.”**

Di ICOT, R meminta siswa mengerjakan latihan langsung dari multimedia tersebut, yaitu translation exercise, filling up exercise dan question exercise. Beberapa siswa dapat melakukan dengan baik dengan score yang bagus. Setelah selesai mengerjakan, siswa diminta untuk melaporkan score yang mereka dapat. Di akhir pelajaran R menanyakan kesulitan siswa mengenai pelajaran hari ini. siswa terlihat sudah mulai ramai menunggu jam istirahat. Karena tidak ada pertanyaan, R mengakhiri pelajaran hari itu. Beberapa saat bel selesai berbunyi

#### 9. Field Note 9

Day and Date: Wednesday, Januari 16<sup>th</sup>, 2010. 10:30-12:00

R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran pertama. R menunggu C di depan ruang guru karena C belum datang. C datang dan menghampiri R untuk menanyakan persiapan mengajar. Begitu bel berbunyi, R dan C segera menuju ke laboratorium. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.

R mengucapkan salam, membuka pelajaran dan memeriksa kehadiran siswa. Pada BKOF, R bertanya pada siswa tentang pelajaran minggu lalu yaitu descriptive teks. Selanjutnya, pada MOT, R menunjukan sebuah contoh descriptive teks yang ditampilkan melalui LCD berjudul My Cat Gregory. Setelah teks tersebut selesai dibahas, C menjelaskan tentang generic structure, dan karakteristik dari descriptive texts. R kemudian bertanya pada siswa tujuan dari teks tersebut.

R kemudian pada JCOT menunjukan sebuah judul ‘The New Friend’ dari interactive multimedia. R meminta siswa memprediksi isi cerita dari judul tersebut melalui gambar, kosakata atau konteks. R menerapkan top down processing untuk membantu siswa memprediksi isi bacaan.

T : “The New Friend. What do you think about this text?”

S : “Teman baru.”

T : “What does the text tell you about?

S : “It is about new friend”.

R menanyakan kebenaran prediksi mereka dengan apa yang telah mereka baca. R juga bertanya pada siswa arti dari beberapa kata sulit yang ditemukan dalam paragraf tersebut untuk menerapkan bottom up processing. Ketika R bertanya tentang arti dari beberapa kata sulit, R meminta siswa menerka-nerka artinya dengan melihat konteks dan mengartikan kata-kata lain yang ada disekitar kata yang dicari artinya.

T : “What attracts our attention is the way she speaks. Apapun titik titik perhatian? Boleh di klik kata attract”

S : “Menarik.”

Dalam kegiatan memprediksi ini banyak siswa yang mengeluarkan prediksi mereka dengan ngawur sebelum menggunakan bantuan dari interactive multimedia dan keadaan ini membuat suasana kelas menjadi gaduh. Kemudian R meminta siswa bekerja secara berpasangan untuk mengidentifikasi ciri-ciri, tujuan dari descriptive teks dan mengidentifikasi makna kata-kata sulit berdasarkan konteksnya. Setelah beberapa saat, R membahas task tersebut.

Pada ICOT, R meminta siswa mengerjakan latihan dari interactive multimedia. R meminta siswa untuk tidak langsung membuka kamus untuk mengetahui makna dari kata-kata sulit, tetapi meminta mereka untuk mengidentifikasi dulu berdasarkan konteksnya.

R kemudian meminta siswa melaporkan score muncul pada interactive multimedia. R menanyakan kesulitan yang dihadapi para siswa. Bel berbunyi, R menutup pelajaran dan tak lupa mengucapkan salam. Secara garis besar pertemuan pertama tersebut berjalan dengan lancar, para siswa terlihat antusias dalam memprediksi isi cerita dan makna dari kata-kata sulit yang ada walaupun suasana kelas terdengar gaduh. Mereka juga terbantu dalam memahami isi cerita, dibuktikan dengan mereka mampu mengerjakan soal-soal yang diberikan dengan baik.

## 10. Field Note 10

Day and Date: Monday, Januari 21<sup>st</sup>, 2013. 10:30-12:00

R datang ke sekolah dan menunggu C di depan ruang guru. Setelah bel berbunyi R dan C bergegas masuk ke laboratorium. Pertemuan ini C bertindak sebagai guru dan R bertindak sebagai observer. C membuka pelajaran dan memeriksa kehadiran siswa.

Pada BKOF, C memulai pelajaran tentang descriptive dengan mengajukan pertanyaan kepada siswa tentang materi sebelumnya. Pada MOT, C memberikan sebuah model descriptive dengan judul *The Amazing Taj Mahal*. Setelah membahas descriptive tersebut, C menerangkan tentang tujuan dan struktur dari sebuah descriptive. C dan siswa bersama mendiskusikan teks tersebut.

Pada ICOT, C kemudian menunjukkan sebuah judul descriptive At School dari interactive multimedia dan memastikan bahwa para siswa telah mengerti dengan judul tersebut dan meminta siswa memprediksi isi text berdasarkan judul tersebut dengan bantuan gambar dari media tersebut.

T : “Now please have a look at the text in the interactive multimedia. It is one of the descriptive text that we will discuss “At School”. What is the meaning of At School?”

S : “*Di sekolah.*”

T : “*Yes, good, what things are at school?*”

S : “*Teacher, students.*”

C juga memotivasi siswa yang duduk di baris sebelah kanan untuk lebih aktif lagi dengan memberikan mereka kesempatan untuk berbicara. C kemudian memberitahu siswa cara mudah untuk memprediksi sebuah descriptive yaitu dengan cara menerapkan beberapa pertanyaan dan juga dibantu dengan interactive multimedia. C menerapkan interactive multimedia yang disertai top-down processing untuk memahami isi teks dengan mudah.

T : “When you read this title, *ketika kamu baca judul ini*, what kind of information, *informasi apa yang akan kamu dapatkan dari judul ini? Kira- kira?*”

S : “*Benda-benda di sekolah.*”

T : “Oke the things and then? *Ini yang baris sebelah kanan kok diem aja, ayo utarakan pendapat kalian, ga papa.*”

S : “*Suasana belajar.*”

T : “*Louder please, apa? Ga papa, yang keras. Apa Gilang?*”

S : “*Suasana belajar.*”

C juga memastikan siswanya mengerti arti dari kata-kata yang ada di text tersebut dengan menanyakan arti dari beberapa kata dengan menerapkan bottom-up processing.

T : “Before you guess more. Please look at the screen. *Jadi kalo descriptive text informasi yang akan kamu dapat itu berupa jawaban dari beberapa pertanyaan. Jadi coba kamu bertanya what, apa yang ada di situ, who, siapa saja yang ada distu, kemudian where and how.*”

S : "*Tempatnya.*"

T : "*Ya bisa tempatnya. And how?*"

S : "*Bagaimana.*"

T: Yang lain coba,

T : "*Wall itu artinya apa? Pada titik-titik depan ada papan tulis.*"

S : "*tembok.*"

T : "*Ya, tembok. And cupboard? What is the meaning of cupboard? Coba diklik tulisannya di layar itu.*"

S : "*O anu, almari.*"

Mayoritas siswa terlihat antusias dalam kegiatan memprediksi ini, prediksi mereka juga terlihat lebih tertata, sehingga kegaduhan di dalam kelas dapat diminimalisir. R meminta siswa mengerjakan latihan dari interactive multimedia. R meminta siswa untuk tidak langsung membuka kamus untuk mengetahui makna dari kata-kata sulit, tetapi meminta mereka untuk mengidentifikasi dulu berdasarkan konteksnya. R kemudian meminta siswa melaporkan score muncul pada interactive multimedia. Di akhir, R menanyakan kesulitan yang dihadapi para siswa.

Bel kemudian berbunyi menandakan jam istirahat telah tiba. C kembali ke ruang guru dan R tetap di dalam kelas untuk mewawancarai beberapa siswa.

## 11. Field Note 11

Day and Date: Tuesday, Januari 22<sup>nd</sup>, 2013. 10:30-12:00

R menunggu C di depan ruang guru karena C belum datang di sekolah. C datang dan masuk ke dalam ruang guru untuk mengambil beberapa buku. Begitu bel jam pertama berbunyi, R dan C segera menuju ke laboratorium untuk mengisi pelajaran pada jam pertama. Hari itu R bertindak sebagai observer dan C bertindak sebagai guru. R mengucapkan salam dan memeriksa kehadiran siswa. R meminta siswa yang piket untuk memperbaharui papan presensi yang ada di dinding kelas dan meminta siswa mempersiapkan LCD. Setelah semuanya siap, R membuka pelajaran dan mempersilahkan berdoa. R bertanya pada para siswa mengenai pelajaran pada hari Tuesday yang lalu. R bertanya tentang karakteristik dari teks descriptive.

Pada BKOF, R kemudian menunjukkan beberapa gambar dan meminta siswa memprediksi cerita yang akan mereka baca. Mereka dengan antusias menjawab teks yang akan mereka baca adalah Jatim Park. Selanjutnya, pada MOT, R kemudian menunjukkan teks berjudul Jatim Park. Para siswa sangat antusias membaca teks Jatim Park.

Setelah itu, R bertanya pada siswa isi dari teks yang terkandung dalam cerita Jatim Park. Para siswa mengemukakan pendapat mereka masing-masing tentang apa yang dapat mereka pelajari dari teks tersebut.

R kemudian bertanya tentang tujuan dari descriptive teks kepada para siswa. Siswa dengan semangat menjawab tujuan dari descriptive teks adalah untuk mendeskripsikan sesuatu. R dan siswa kemudian membahas bagian-bagian dari teks descriptive yang ada pada cerita Jatim Park tersebut.

Setelah itu di ICOT, R menunjukan sebuah judul yaitu 'School Subject' dari interactive multimedia. R kemudian meminta siswa memprediksi isi teks tersebut dan arti kosakata di dalamnya dengan bantuan kontek dan interactive multimedia untuk top-down processing.

T : "What can you predict if the title is Wardi's House. Can you guess what the first paragraph contains? *Jadi kira-kira paragraf pertama tentang apa?*"

S : What, how

T : "*Ya boleh. Jadi kalian bisa menebak dengan pertanyaan ini what, where, who, atau how ya. Jadi kalian menanyakan pertanyaan itu yang terkait dengan deskripsinya ya. Jadi apa yang bisa kalian tebak?*"

S : "*Dimana rumahnya.*"

T : "Louder please. *Ayo ga papa, ngomong saja, ga ada yang salah kok*

S : "*Dimana rumah Wardi?.*"

T : "Yes, good. What else?"

S : "*Bagaimana rumahnya?*"

Saat memprediksi isi cerita, R juga bertanya pada para siswa tentang arti dari



beberapa kata yang terdapat dalam teks tersebut untuk menerapkan bottom-up processing.

T : “Do you understand the title? *Paham judulnya?* house means?

S : “*Rumah.*”

T : “*Ya betul.*”

T : “**Between my school and my house means?**” Click the words.

S : “*Diantara sekolahku dan rumahku.*”

R meminta siswa bekerja berpasangan untuk mengidentifikasi bagian, purpose, dan karakteristik dalam teks tersebut.

Setelah itu R dan siswa secara bersama-sama membahas task tersebut.

T : “*Ya, the purpose atau tujuan dari descriptive text ya. Apa tadi?*”

S : “**To describe features of something.**”

T : “*Ya, jadi tujuannya dari descriptive text adalah untuk mendeskripsikan fitur sesuatu. Ok, what else that you can remember related to the descriptive texts text? Apa lagi yang bisa kalian ingat dari descriptive text?*”

S : “*Bagian-bagiannya.*”

T : “*The structure of descriptive text. Ok apa saja structure nya atau bagian bagiannya?*”

S : “**Introduction.**”

T : “*Introduction ya. Dalam introduction, what can you gets? Apa yang bisa kamu dapatkan dalam introduction?*”

S : “**The things.**”

T : “*Ya jadi mendeskripsikan sesuatu pada intinya. After the introduction, apa berikutnya*”

S : “**Description.**”

R meminta siswa mengerjakan latihan dari interactive multimedia. Tetapi R meminta siswa untuk tidak langsung membuka kamus untuk mengetahui makna dari kata-kata sulit, tetapi meminta mereka untuk mengidentifikasi dulu berdasarkan konteksnya. R kemudian meminta siswa melaporkan score muncul pada interactive multimedia. R menanyakan kesulitan yang dihadapi para siswa. Setelah jam pelajaran habis, R menutup pelajaran dan mengucapkan salam. R dan C kembali ke ruang guru untuk berbincang-bincang mengenai jalannya pelajaran pada hari itu.

Ketika bel tanda istirahat berbunyi, R meminta ijin pada C untuk kembali ke ruang kelas untuk mewawancarai beberapa siswa. Setelah wawancara dengan siswa selesai, R kembali ke ruang guru untuk berpamitan pulang.

## 12. Field Note 12

Day and Date: Wednesday, Januari 23<sup>rd</sup>, 2013. 10:30-12:00

R datang ke sekolah dan menunggu C di depan ruang guru. Setelah bel berbunyi R dan C bergegas masuk ke laboratorium.

Pertemuan ini C bertindak sebagai guru dan R bertindak sebagai observer.

C membuka pelajaran dan memeriksa kehadiran siswa.

Di dalam BKOF, C memulai pelajaran tentang descriptive dengan mengajukan pertanyaan kepada siswa tentang pelajaran di pertemuan terakhir.

Pada MOT, C memberikan sebuah model descriptive dengan judul Jatim Park

Setelah membahas descriptive tersebut, C kemudian bertanya tentang bagian-bagian dari descriptive pada descriptive tersebut.

Selanjutnya pada ICOT, C kemudian menunjukkan sebuah judul My Room di interactive multimedia, memastikan bahwa para siswa telah mengerti dengan judul tersebut dan meminta siswa memprediksi isi berita berdasarkan judul tersebut dengan bantuan media tersebut atau top-down processing.

(1:04)

T : “My Room. **What do you think about this text?**”

S : “Ruanganku .”(My room)

T : “**What does the text tell you about?**”

S : “It is about my room”.

(App-C/TLPT-2/Jan 23, 2013)

C kemudian mengingatkan kembali penggunaan beberapa pertanyaan untuk mempermudah mereka memprediksi isi teks.

C juga memotivasi siswa yang duduk di baris sebelah kanan untuk lebih aktif lagi dengan memberikan mereka kesempatan untuk berbicara.

C juga memastikan siswanya mengerti arti dari kata-kata yang ada di teks tersebut dengan menanyakan arti dari beberapa kata atau bottom-up processing.

Mayoritas siswa terlihat antusias dalam kegiatan memprediksi ini, prediksi mereka juga terlihat lebih tertata, sehingga kegaduhan di dalam kelas dapat diminimalisir.

(1:05)

T : “ My books are on the shelf . Bukuku *di? Di apa? shelf?*” (My books are on the shelf. What is **shelf?**)

S : “*Rak.* ” (“Shelf.”)

T : “Where is the self based on the picture?

S: “On the wall”

(App-C/TLPT-2/Jan 23, 2013)

Setelah kegiatan memprediksi sampai terakhir, C kemudian meminta siswa mengidentifikasi tujuan dan bagian-bagian dari descriptive berdasarkan teks yang mereka terima.

Setelah para siswa selesai mengerjakan, C dan siswa kemudian mendiskusikan jawaban dari soal tersebut.

C kemudian memberikan task selanjutnya dari interactive multimedia, yaitu mengisi titik-titik dan menjawab pertanyaan.

Para siswa terlihat antusias dalam mengerjakan soal dan tidak ada siswa yang sibuk dengan kegiatan mereka sendiri.

Setelah semua soal selesai dibahas, siswa melaporkan score yang mereka dapat. Di akhir pertemuan, C memberikan pekerjaan rumah dan menutup pelajaran.

### 13. Field note 13

Day and Date: Monday, Januari 28<sup>th</sup>, 2013. 10:30-12:00

R datang ke sekolah dan menunggu didepan ruang guru. Bel jam pertama berbunyi, R segera menuju ke ruang kelas VIIC untuk memberikan post-test. R masuk kelas, membuka pelajaran, mempersilahkan berdoa, memeriksa kehadiran siswa dan membagikan soal post-test. Waktu mengerjakan post-test adalah dua jam pelajaran. Siswa terlihat serius mengerjakannya. Setelah waktu mengerjakan telah habis, R meminta siswa mengumpulkan pekerjaan mereka. R kemudian berpamitan kepada para siswa dan mengucapkan terimakasih pada mereka. R kemudian menuju ke ruang tata usaha untuk minta dibuatkan surat keterangan telah melaksanakan penelitian. Setelah itu, R menemui C d ruang guru untuk berpamitan.

### 14. Field note 14

Day and Date: Wednesday, Januari 30<sup>th</sup>, 2013. 10:30-12:00

R datang ke sekolah dan menuju ke ruang tata usaha untuk mengambil surat keterangan. R kemudian minta ijin untuk menemui kepala sekolah untuk berpamitan dan mengucapkan terimakasih. Setelah itu R mohon diri untuk bertemu dengan C di ruang guru untuk berpamitan dan mengucapkan terimakasih karena sudah dibantu menyelesaikan penelitian.

Appendix 2

INTERVIEW TRANSCRIPTS

### Interview

**Day and Date : Tuesday, Desember 4<sup>th</sup>, 2012, 09.00**

**Location : Ruang Perpustakaan**

**P: R**

**S1: Student 1 (Anggit Listiawan)**

R : "E.. Anggit ya?"

S : "Iya."

R : "Suka bahasa inggris ga?"

S : "Ga."

R : "Ga? Kenapa"

S : "Karena, suka, e cinta tanah air."

R : "O ya, cinta tanah air sukanya berarti Bahasa Indonesia?"

S : "Ya."

R : "Kalo reading suka ga? Pelajaran reading."

S : "Ya tergantung."

R : "Teksnya?"

S : "Teksnya."

R : "Kalo sebelum baca teks biasanya ngapain? Ngapain dulu? langsung baca apa ga?"

S : "Langsung baca"

R : "Terus kalo dapet kata-kata susah?"

S : "Nyari di kamus."

R : "Kalo teksnya panjang membingungkan ngapain?" S : "Tanya mbah google."

R : "Tanya mbah google. Tanya gurunya ga?"

S : "Engga"

R : "Kenapa ga minta dijelasin lagi?"

S : "Males."

R : "Males. Terus kalo ngasih tes bisanya gimana bu Dian, per bab? apa per semester? apa tiap pertemuan ngasih tes?"

S : "Per bab."

R : "Suka ngalami kesulitan saat membaca ga?"

S : "Iya"

R : "Kenapa?"

S : "Ada kata-kata sulit."

R : "Terus biasanya teks yang diberikan panjang pendek pa pas?"

S : "Ya kadang panjang, kadang pendek, kadang pas."

R : "Terus media yang sering digunakan apa?"

S : "Engga pake apa-apa."

R : "Makasih."

S : "Iya."

## Interview 2

**P: R**

**S2: Student 2 (Adinda Maulani)**

R : "Dengan siapa?"

S : "Adinda."

R : "Septia, oke, suka bahasa Inggris ga?"

S : "Suka dikit-dikit."

R : "Kok dikit-dikit ga banyak, kenapa?"

S : "Ya kadang membosankan ga dong artinya."

R : "O gitu."

S : "Kalo dong ya suka."

R : "Kalo reading suka ga?"

S : "Suka, suka."

R : "Bener?"

S : "Suka."

R : "Suka? Kalo baca teks sebelumnya ngapain dulu apa langsung baca?"

S : "Langsung baca."

R : "Kalo dapet kata-kata susah?"

S : "Cari di kamus."

R : "Tanya ibunya pernah ga?"

S : "Ga, nyari di kamus."

R : "Bawa kamus terus?"

S : "Ya, kamus HP, hehe."

R : "O..kamus HP, terus kalo teksnya panjang membingungkan, kata-kata ga ngerti, biasanya kamu apain?"

S : "Ga jadi dibaca."

R : "Dibiarin gitu?"

S : "Iya."

R : "terus kalo bu guru jelasinnya ngedong ga?"

S : "Dikit-dikit ngedong."

R : "Di ulang ga?"

S : "Diulang."

R : "Terus tambah dong ga kalo diulang?"

S : "Iya dikit-dikit."

R : "Kalo teks yang dikasih biasanya panjang, pendek apa pas?"

S : "Pendek, ya ga terlalu panjang."

R : "Menarik ga pelajarannya?"

S : "Menarik."

R : "Selalu menarik?"

S : "Ga, tapi kebanyakan menarik."

R : "Berarti ga sering ngantuk?"

S : "Ga."

R : "Makasih."

S : "Ya."

### Interview 3

**P: R**

**S3: Student3 (Bela Setiya Kurniasari )**

R : “Sama Bela ya?”

S : “Ya.”

R : “Suka bahasa Inggris ga?”

S : “Suka.”

R : “Suka? Kalo reading suka ga?”

S : “Reading, kadang suka, kadang ga. Nek, apa, pertanyaan, e susah dimaknai ya ga suka.”

R : “Kalo sebelum baca biasanya prediksi dulu pa langsung baca?”

S : “Baca soalnya dulu.”

R : “ Baca soalnya dulu. Kalo dapet kata-kata susah biasanya buka kamus? Tanya ibunya?”

S : “Dua-duanya.”

R : “Kalo teksnya panjang membingungkan terus ngapain?”

S : “Tak diemin aja.”

R : “Ga jadi di baca?”

S : “Ga, mau dibaca tapi ga tau artinya ya udah.”

R : “Kalo bu Dian jelasinnya jelas ga?”

S : “Jelas.”

R : “ Terus em, kalo ga paham dijelasin lagi ga?”

S : “Dijelasin lagi ampe paham.”

R : “O oke, makasih ya.”

S : “Ya.”

### Interview 4

**Day and Date: Wednesday, December 5<sup>th</sup>, 2010, 09.45**

**Location: Multimedia Room**

**P: R**

**GBI: Guru Bahasa Inggris**

R : “Dengan siapa sama siapa?”

S1 : “Anisa.”

R : “Anisa sama?”

S2 : “Dita.”

R : “Anisa?”

S2 : “Dita.”

R : “Suka bahasa Inggris ga?”

S1 : “Kadang suka kadang ga.”

R : “Yang keras ya dik.”

S1 : “Iya.”

R : “Terus kalo Dita?”

S2 : “Kalo mood ya iya.”

R : “Kalo ga?”

S2 : “Ga suka.”

R : “Kalo reading suka ga?”

S1 : “Suka.”  
 R : “Kamu?”  
 S2 : “Suka.”  
 R : “Kalo sebelum baca biasanya prediksi dulu apa langsung baca?”  
 S1&2: “Langsung baca.”  
 R : “Kalo, apa, e teksnya susah biasanya tetep dibaca pa ditinggal?”  
 S1 : “Tetep dibaca.”  
 S2 : “Ditinggal dulu kalo aku.”  
 R : “Ditinggal ngapain? Ngobrol?hehe.”  
 S2 : “Engga, kalo ada soalnya aku baca soalnya dulu baru itunya.”  
 R : “O.., kalo bu guru jelasinnya jelas ga?”  
 S1 : “Kadang jelas, kadang ga.”  
 S2 : “Ho o.”  
 R : “Kalo teksnya biasanya susah-susah pa ga?”  
 S2 : “Ga.”  
 R : “Ga? Oke, makasih.” S1&2: “Iya.”

### **Interview 5**

**Day and Date : Saturday, December 8<sup>th</sup>, 2012. 10.30**

**Location : Teachers' room**

**P: R**

**GBI: Guru Bahasa Inggris**

R : “Ibu, kemarin saya sempat mewawancarai beberapa siswa tentang reading, ada, e mereka itu suka dan tidaknya tergantung teksnya katanya. Kalo teknya susah ya ga suka katanya.”  
 C : “Ya, kalo reading itu kan monoton ya, jadi siswa itu e gampang mengantuk dan bosan.”  
 R : “Iya, kemarin saya liat juga pada mengantuk ya bu. Mereka tadi juga bilang kalo teksnya kata-katanya sulit ga jadi di baca katanya.”  
 C : “Siswa itu gimana ya, mereka itu sudah disuruh bawa kamus, ya minimal satu meja satu, tapi ya ga bawa.”  
 R : “Mereka kamusnya alfalink itu bu, ato tadi ada yang jawab juga kalo dapet kata-kata susah tanya ibu.”  
 C : “Ya, alfalink itu y.”  
 R : “Kalo besok saya akan menerapkan interactive multimedia bu, jadi itu, menekankan pada predicting sama guessing meaning berdasarkan konteksnya, jadi ga langsung buka kamus gitu bu.”  
 C : “Ya besok saya ikut, liat di kelasnya saja. O ya, sekarang bukunya sudah ganti, ga look ahead lagi tapi English Zone.”  
 R : “O ya, tapi itu dijual dipasaran kan bu?”  
 C : “Iya.” R : “Kalo materinya berarti ambil dari buku semua ya bu?”  
 C : “Ya.” R : “Ga pake LKS ya bu?”  
 C : “Kalo saya ga, soalnya, e, kalo pake paling pake yang saya buat pas MGMP itu, kalo bu Ning itu pake.”



R : “O iya, kemarin saya sempat liat di anak VIIC.”  
 C : “Judulnya itu.”  
 R : “Tuntas bu, tuntunan ke Universitas.”  
 C : “Ya. Kalo saya pake dua buku, yang pokok English Zone sama Look Ahead tambahan, itu saja latihannya sudah cukup kok.”  
 R : “Cukup banyak ya bu?”  
 C : “Ya.”  
 R : “Lalu kalo di buku itu, sudah up to date ya bu materinya?”  
 C : “Ini?”(menunjuk buku)  
 R : “Iya.”  
 C : “Iya, kayaknya gitu, cuma kalo descriptive kan dia memang teksnya itu cerita-cerita yang sudah common di negara kita.”  
 R : “Sudah familiar ya bu?”  
 C : “Ya.”  
 R : “Kalo panjang teksnya bu?”  
 C : “Kadang saya pilih, kan kadang-kadang kata katanya ada yang susah itu ya ga saya pake. Kemarin kan descriptive, ini (menunjuk salah satu teks dibuku), ini susah ya kata-katanya, ga saya pake, saya pake yang di buku lain.”  
 R : “O iya ya bu. E kalo gitu saya pamit dulu bu.”  
 C : “O ya.”  
 R : “Terimakasih bu, besok hari selasa jam tujuh ya bu?”  
 C : “Ya.”

### **Interview 6**

**Day and Date : January 14, 2013. 11.30**

**Location : In front of Teacher's Room**

**P: R**

**GBI: Guru Bahasa Inggris**

R : “Gimana bu pelajaran hari ini?”  
 C : “Ya sudah lumayan ya.”  
 R : “Siswanya juga mau ya bu diajak memprediksi gitu.”  
 C : “Ya, cuma tadi yang „Photography itu kayaknya mereka sudah pernah dapat dengan judul yang sama.”  
 R : “O makanya tadi mereka semua bias menjawab dengan baik bu.”  
 C : “Iya.”  
 R : “Kalo interactive multimediana sudah kelihatan apa belum ya bu?”  
 C : “Itu yang guessing meaning itu agak kurang berhasil ya, soalnya yang belakang itu pada langsung buka kamus.”  
 R : “O gitu ya bu, lalu gimana ya bu baiknya?”  
 C : “Mungkin jenis tasknya yang diganti saja, tapi ini Cuma masukan lho.”  
 R : “Iya bu, ga pa-pa, disini saya memang memerlukan masukan dari ibu.”  
 C : “Jadi nanti siswa itu tidak langsung diberi kata kata sulit lalu mencari arti bahasa indonesianya. Mungkin gini aja diminta menjodohkan definisinya, tapi definisinya pakai bahasa inggris.”

R : “O gitu ya bu, kemarin pas pre-test itu soal-soal vocabnya juga begitu bu, tapi pada salah jawabnya.”

C : “Ya itu memang susah sih, karena vocab yang ditanyakan itu biasanya kata-kata yang jarang muncul.”

R : “Iya sih bu.”

C : “Kalo ga pake sinonim mbak.”

R : “Pake sinonim ya bu?” C : “Iya, jadi biar mereka ga langsung buka kamus.”

R : “O nggih bu. Bu, nanti kalau istirahat saya mau menginterview beberapa siswa di kelas.”

C : “Ya, silahkan.”

### **Interview 7**

**Day and Date : Januari 15, 2013. 11.30**

**Location : In front of Art Class**

**P:R**

**S4 (Mayang Habibah D)**

R : “Sama Mayang ya?”

S : “Iya.” R : “Pelajaran tadi sama ga sama pelajaran kemarin?”

S : “Sama.”

R : “Cara, cara ngajarnya?”

S : “Beda.”

R : “Beda, terus ngedong ga? Ngedong yang pake prediksi dulu apa langsung baca teks?”

S : “Prediksi dulu.”

R : “Prediksi dulu, oke, terus kalo, apa aku ngejelasinnya terlalu cepat apa ga?”

S : “Engga.”

R : “Udah pas ya?”

S : “Iya.”

R : “Ya udah, makasih ya.”

S : “Iya.”

### **Interview 8**

**Day and Date : October 19<sup>th</sup>, 2010. 12.00**

**Place : In front of Teachers' office**

**P: R**

**S5: Students 4 (Dicky Candra Aditya)**

R : “Dicky. E pelajarannya kalo yang ini tadi sama bu Tien sama pa beda.”

S : “Sama.”

R : “Sama?”

S : “Biasanya sih, e bahasa Inggrisnya agak gimana gitu.”

R : “Yang sapa?”

S : “Mbak, mbak kebanyakan pake bahasa Inggrisnya kalo ngomong.”

R : “O, iya to.”

S : “Ya.”

R : “Kebanyakan bahasa Inggrisnya. Kalo bu Tien biasanya suruh memprediksi dulu apa langsung baca teknya?”  
 S : “Langsung baca kayaknya.”  
 R : “O langsung baca teks, berarti ga pernah disuruh memprediksi dulu. Terus kamu lebih ngedong yang diprediksi pake media dulu apa langsung baca sendiri?”  
 S : “Kalo ngerti artinya langsung baca sendiri mbak.”  
 R : “Kalo ga ngerti?”  
 S : “Kalo ga ngerti ya tinggal nalarnya tau cerita itu apa ga.”  
 R : “Memprediksi dulu dong apa pake media.”  
 S : “Iya sih.”  
 R : “Terus aku jelasinnya terlalu cepet apa ga?”  
 S : “Apa y, e.”  
 R : “Terlalu banyak bahasa Inggrisnya?”  
 S : “Ya, kalo bu Tien tu abis, misalnya ngomong bahasa Inggris.”  
 R : “Terus ditranslate?”  
 S : “Iya, dikit-dikit.”  
 R : “O dikit-dikit.”  
 S : “Ya.”  
 R : “Oke, makasih ya.”  
 S : “Ya.”

## Interview 9

**P: R**

**S5: Student 5 (Muhammad Rangga S)**

R : “Namanya siapa?”  
 S : “Rangga.”  
 R : “Rangga, e pelajaran tadi sama kalo bu Tien ngajari beda pa sama?”  
 S : “Beda.”  
 R : “Beda. Berarti kalo bu Tien ga pernah pake prediksi-prediksi gitu ya?” S :  
 “Prediksi yang gimana?” R : “Ya missal kalo aku ngajar tu ini tentang apa kira-kira.”  
 S : “O kalo itu ho o ga.”  
 R : “Terus kalo apa, kalo pake prediksi pake media menurut kamu lebih jelas apa ga?”  
 S : “Lumayan.”  
 R : “Lumayan.”  
 R : “Terus kalo memprediksi kata susah berdasarkan konteksnya gimana?”  
 S : “Maksudnya?”  
 R : “Kamu lebih terbantu apa mending langsung buka kamus aja?”  
 S : “Ya terbantu itu sih mbak, soalnya kamus juga ga mesti bawa.”  
 R : “Tadi aku ngomongnya terlalu cepet apa ga?”  
 S : “Engga.”  
 R : “Kalo jelasin biasanya ngedongnya pake bahasa Indonesia pa bahasa Inggris apa dua-duanya?”

S : “Kadang-kadang bisa bahasa Inggris, kadang Indonesia, tergantung nyantolnya doang sih.”

R : “Makasih ya.”

### **Interview 10**

**P: R**

**S6: Student 6 (Puji Astuti)**

R : “Namanya siapa? Namanya siapa?”

S : “Puji Astuti.”

R : “O ya, gimana tadi pelajarannya menurut kamu?”

S : “Ya asik.”

R : “Asik?”

S : “Seru.”

R : “Seru, terus lebih bisa ngerti ga?”

S : “He e.”

R : “He e? Iya pa ga?”

S : “Iya.”

R : “Terus kalo aku jelasinnya gimana? Udah jelas apa kecepeten apa gimana?”

S : “Engga, ga kecepeten.”

R : “Terus ini descriptive teks udah dong ya?”

S : “Iya.” R : “Makasih ya.”

S : “Iya.”

### **Interview 11**

**P: R**

**S7: Student 7 (Nadia Putri Hutami dan Rida Setyaningrum)**

R : “Dengan siapa sama siapa?”

S1 : “Nadia sama Rida.”

R : “Nadia sama Rida. Nadia yang mana? Rida yang mana?”

S1 : “Nadia.”

S2 : “Rida.”

R : “Nadia yang ini, Rida yang ini. Oke, menurut kalian tadi pelajarannya gimana?”

S2 : “E asik.”

R : “Kamu?”

S1 : “Asik, gampang dimengertilah.”

R : “Gampang dong ya?”

S1 : “Iya.”

R : “Terus aku jelasinnya kecepeten apa ga?”

S1&2: “Ga.”

R : “Udah pas ya?”

S1&2: “Iya.”

R : “Terus sekarang descriptive teks udah dong ni? Descriptive teks?”

S1&2: “Iya.”

R : “Tujuannya apa tadi descriptive teks?”

S : “Untuk mendeskripsikan.”  
 R : “He e untuk mendeskripsikan apa?”  
 S2 : “Sifat sesuatu.”  
 R : “He e, ya boleh. Ya udah makasih ya.”  
 S1&2: “Iya.”

### **Interview 12**

**P: R**

**GBI: Guru Bahasa Inggris**

**P: Tadi bagaimana Bu saya mengajarnya?**

R : “Gimana bu pertemuan kedua ini?”  
 C : “Waktunya agak kurang ya?”  
 R : “Iya bu, jadi tadi pembahasan tasknya kurang optimal.”  
 C : “Ya itu harusnya masih bisa dibahas lagi jawabannya ada di bagian yang mana gitu.”  
 R : “Iya ya bu, soalnya tadi ngejar waktunya juga. Apa besok tasknya diganti saja bu?”  
 C : “Atau dikurangi saja menurut saya, lebih baik tu kita memberikan sedikit tapi siswa mendapat banyak daripada kita memberi banyak tapi mereka dapat sedikit.”  
 R : “Iya sih bu.”  
 C : “Tau maksudnya?”  
 R : “Iya bu, paham, pemahaman mereka kan bu?”  
 C : “Iya.”  
 R : “Ya untuk yang besok tasknya saya kurangi saja bu.”  
 C : “Ya gitu.”

### **Interview 13**

**Day and Date : October 21<sup>st</sup>, 2010. 12.00**

**Place : Class VIIC**

**P: R**

**S: Students (Ristanti Damar Utami)**

R : “Namanya Siapa?”  
 S : “Tanti.”  
 R : “Tanti, tadi pelajarannya gimana? Ngedong apa ga?”  
 S : “Ya ngedong dikit-dikit.”  
 R : “Terus sekarang descriptive teks udah tau ada berapa bagian?”  
 S : “Ada dua.”  
 R : “Ya, ada dua, yang pertama apa?”  
 S : “Introduction.”  
 R : “Ho o, terus?”  
 S : “Description.”  
 R : “Iya, kalo tujuannya apa?”  
 S : “To describe something”  
 R : “He e, oke, makasih ya.”  
 S : “Ya.”

#### **Interview 14**

**P: R**

**S: Student (Dio Anggit Priyanto)**

R : “Dengan Siapa nih?”

S : “Dio.”

R : “Dio, tadi pelajarannya gimana?”

S : “Lumayan ngerti.”

R : “Ok, descriptive teks udah tau ada berapa bagian ya?”

S : “Ada dua.”

R : “Yang pertama apa?”

S : “Introduction.”

R : “Terus?”

S : “Description.”

R : “Kalo tujuannya?”

S : “To describe

R : “Oke, makasih ya.”

#### **Interview 15**

**P: R**

**S: Student (Fauzan Nur Wicaksana)**

P: Dek, wawancara sebentar ya?

R : “Namanya siapa?”

S : “Fauzan.”

R : “Fauzan, oke, menurut kamu tadi pelajarannya gimana?”

S : “Asik-asik aja.”

R : “Udah dong berarti sekarang?”

S : “Iya.”

R : “Terus kalo apa, descriptive teks sekarang sama yang kemarin dijelasin bu Tien lebih dong ga? Udah tambah dong?”

S : “Iya, kan dialami jadi lebih dong.”

R : “Terus aku kecepeten ga neranginnya?”

S : “Ya, lumayan sih.”

R : “Terus kebanyakan pake bahasa Inggris ga?”

S : “Ga.”

R : “Udah pas komposisinya?”

S : “Iya udah pas, soalnya kan dicampur pake bahasa Indonesia.”

R : “He e, makasih ya.”

#### **Interview 16**

**P: R**

**GBI: Guru Bahasa Inggris**

R : “Pertemuan ketiga ini penggunaan waktunya sudah maksimal ya bu?”

C : “Iya, pembahasannya juga cukup.”

R : "Tidak seperti minggu lalu ya bu?"  
 C : "Ya."  
 R : "Kalau siswanya bagaimana bu?"  
 C : "Mereka terlihat antusias tadi, pas predicting tadi terlihat sekali."  
 R : "Mereka juga sudah mengerti tentang descriptive text ya bu?"  
 C : "Iya."  
 R : "Mereka cukup terbantu ga ya bu dengan penerapan interactive multimedia ini untuk memahami teks?"  
 C : "Ya iya, terbantu. Jadi mereka mempunyai gambaran dulu sebelum membaca teknya sendiri."  
 R : "Tadi beberapa anak juga mengatakan kalau mereka terbantu bu."  
 C : "Ya, memang itu membantu mereka."  
 R : "Kalo itu lho bu, kan siswa-siswa yang disebelah kanan itu agak pasif kalo dibandingkan sama siswa-siswa yang disebelah kiri, itu gimana ya bu? Apa karena mereka lebih jauh dari meja guru?"  
 C : "Itu memang anak-anaknya kok Mbak, kalo yang sebelah kiri itu memang aktif-aktif."  
 R : "Lalu sebaiknya langkah apa yang perlu diambil bu?"  
 C : "Ya dimotivasi agar aktif juga. Agar tidak takut salah"  
 R : "Apa ditunjuk aja bu agar mau mengeluarkan pendapat mereka?"  
 C : "Ya, begitu juga bisa. Jadi mereka harus dimotivasi agar mau mengeluarkan pendapat dan tidak takut salah."  
 R : "Nggih bu, nanti bisa diterapkan di cycle yang kedua yang akan mulai besok ini."  
 C : "Ya. Untuk pertemuan besok ini saya yang ngajar ya mbak?"  
 R : "Iya bu, untuk hari Jumat besok ini. Kalau yang ngajar ibu kan nanti siswa itu juga ga sembarangan pas memprediksi bu. Kalau sama saya kemarin kan masih ada yang sembrono."  
 C : "Ya, nanti saya terapkan beberapa pertanyaan aja mbak dalam memprediksi. Jadi mereka nanti saya minta bertanya dengan what, how ,where gitu."  
 R : "O iya ya bu, jadi mereka tidak sembarangan memprediksi."  
 C : "Iya."

### **Interview 18**

**Day and Date : October 26<sup>th</sup>, 2010. 12.00**

**Place : Class VIIC**

**P: R**

**S: Student (Berlin Ryan Kuswoyo)**

R : "Berlin, tadi pelajarannya tentang apa?"  
 S : "Bahasa Inggris."  
 R : "Tentang apa?"  
 S : "Descriptive."  
 R : "Penjelasannya gimana? Mudah dimengerti ga?"  
 S : "Mudah."  
 R : "Tadi kata-katanya susah-susah ga?"  
 S : "Iya lumayan."

R : “Kan tadi udah diprediksi kan sama ibunya, sudah di terka berdasarkan konteknya dan gambar, itu memudahkan ga menurut kamu?”

S : “Iya.”

R : “Jadi tambah ngerti ya?”

S : “Iya.”

R : “Ok, makasih ya.”

S : “Iya”



## Appendix 3

# OBSERVATION AND INTERVIEW GUIDELINE

### OBSERVATION GUIDELINE

No.	Component	Sub-component	Aspect	Theories	Items that be observed
1.	Students	Behavior	Activities that students do before start reading	(Klingner et al, 2007: 5)Teaching Reading Comprehension to Students with Learning Difficulties	What students usually do before they start reading?
			What students usually do before they start reading? Activities that students do while they are reading	(Klingner et al, 2007: 28)Teaching Reading Comprehension to Students with Learning Difficulties	What students usually do while they are reading?
			What students usually do while they are reading? Activities that students do when they finish reading	Klingner et al, 2007: 28)Teaching Reading Comprehension to Students with Learning Difficulties	What students usually do when they finish in reading?
2.	The teacher	Teacher's role	Activities that teacher do during teaching and learning process in the classroom	(Klingner et al, 2007: 5)Teaching Reading Comprehension to Students with Learning Difficulties	Does the teacher give models of the text you are going to learn? Does the teacher give you example to make you understand? Does the teacher clear enough in presenting the materials? Does the teacher review the materials that have been taught? Does the teacher give feedback and correction to students? Does the teacher give evaluation in every meeting? Is the evaluation suitable with the materials that she has taught?

No.	Component	Sub-component	Aspect	Theories	Items that be observed
3.	Materials	Materials used		(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Does your teacher give varying topics for the texts she gives?
4.	The media	Lesson plan and other media that is used in the classroom		(Richards and Renandya, 2002:31) Methodology in Language Teaching, an Anthology of Current Practice	Are the lesson plans ready before the teaching and learning process begin? Are the materials in lesson plans based on SK KD? Are the lesson plans being arranged systematically? Is the media that is used in the classroom interesting and varying?
5.	The teaching strategy	Interactive process	The process in applying interactive process	(Klingner et al, 2007: 4) Teaching Reading Comprehension to Students with Learning Difficulties	Does the teacher combine bottom up and top down process? Do the students feel interested in reading after the teacher uses interactive processing? Do the students enjoy the interactive processing? Do the students make any improvement in reading?

## INTERVIEW GUIDELINE

No	Component	Sub-Component	Aspect	Theories	Question Items	
					For Students	For Teacher
1.	Students	Behavior	Activities that students do before start reading.	(Klingner et al, 2007: 28) Teaching Reading Comprehension to Students with Learning Difficulties (Caldwell 2008:16) Reading assessment : a primer for teachers and coaches	Do you read the title and headings? Do you look at the pictures? Do you predict what the passage might be about? Do you ask yourself what you already know about the topic?	What students usually do before they start reading?
			Activities that students do while they are reading	(Klingner et al, 2007: 28) Teaching Reading Comprehension to Students with Learning Difficulties	Do you illustrate in your mind what you are reading? Do you stop sometimes and ask yourself what you've read about so far? Do you picture in your mind the people, places, and events you're reading about? Do you imagine that you're talking with the author while you're reading?	What students usually do while they are reading?
			Activities that students do when they come to a word they don't understand	(Klingner et al, 2007: 28) Teaching Reading Comprehension to Students with Learning Difficulties (Caldwell 2008:16) Reading assessment : a primer for teachers and coaches.	Do you look for clues and try to figure it out? Do you use a glossary or dictionary?	What students usually do when they come to a word they do not understand?
			Activities that students do when they come to a part of the text	(Klingner et al, 2007: 28) Teaching Reading Comprehension to Students with Learning Difficulties	Do you read it again? Do you just keep reading? Do you try to get help from pictures or drawings?	Do the students ask to you when they get confuse when reading a

			that is confusing			text?
			Activities that students do when they finish reading	(Klingner et al, 2007: 28) Teaching Reading Comprehension to Students with Learning Difficulties	Do you illustrate in your mind what you are reading? Do you do something with the information you've learned? Do you compare what you've just read with what you already knew?	What students usually do when they finish in reading?
2.	Teacher	Teacher's role	Teacher's role in presenting materials	(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Does your teacher give models of the text you are going to learn? Does your teacher give you example to make you understand? Does your teacher give clear explanation? Does your teacher review the materials that have been taught?	Do you give models of the text to your students? Do you give example to your students? Do you always present new materials to your students? Do you make review in the class?
			Teacher's role in giving feedback	(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Does your teacher give more explanation? Do you satisfied with your teacher's feedback and correction?	Do you give your feedback and correction to your students? What kinds of feedback you usually give to your students?
			Teacher's role in giving feedback	(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Does your teacher give more explanation? Do you satisfied with your teacher's feedback and correction?	Do you give your feedback and correction to your students? What kinds of feedback you usually give to your students?
			Teacher's role in	(Richards and Renandya, 2002:31)	Does your teacher give	Do you give

			giving evaluation	Methodology in Language Teaching, an Anthology of Current Practice.	reading test in every meeting? Is the reading test suitable with the materials that she has taught?	reading test to your students? When you give the reading test? In every meeting or in the last of each semester?
3.	Materials		The level of difficulty	(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Do you feel difficult in understanding the texts? Do you think the text your teacher gives is too long?	Are the texts you choose suitable with your students' level? Have you considered the length of the text and your student's level?
		Materials used	The variation of the materials	(Richards and Renandya, 2002:207) Methodology in Language Teaching, an Anthology of Current Practice	Does your teacher give various topics for the texts she gives? Are the texts you choose vary in term of topic and genre?	Does your teacher give various topics for the texts she gives? Are the texts you choose vary in term of topic and genre?
4.	Media	Media used	Lesson plan	(Richards and Renandya, 2002:31) Methodology in Language Teaching, an Anthology of Current Practice		Are the lesson plans ready before the teaching and learning process begin? Are the materials in lesson plans based on SK KD? Do you arrange the lesson plan systematically?
			Media used in the		Do you enjoy the media	Have you ever

			classroom		<p>applied by your teacher?</p> <p>Are you more interested in reading after your teacher implementing the interactive media? Do you feel any improvement in your reading comprehension after your teacher implementing the interactive media?</p>	<p>used interactive media before?</p> <p>What do you feel in implementing interactive media in the classroom?</p> <p>In your opinion what are the advantages in implementing interactive</p>
5.	Teaching strategy	Interactive process	The implementation of interactive process	(Klingner et al, 2007: 4) Teaching Reading Comprehension to Students with Learning Difficulties	<p>Is the teaching strategy that is used in the classroom interesting and effective? Do you experience varying activities in the classroom?</p>	<p>What kind of teaching strategy do you apply in teaching reading?</p> <p>What kind of activities do you create?</p>

# Appendix 4

## COURSE GRIDS



## COURSE GRID OF TEACHING AND LEARNING OF READING MATERIALS FOR STUDENTS OF GRADE VII OF SMP N 2 BERBAH

**School** : SMPN 2 Berbah  
**Class** : VII C  
**Subject** : English  
**Semester** : 2

### Writing

**Standard of Competence : 11.** Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of descriptive and procedure.

**Basic Competencies** : 11.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of descriptive

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
1/Cycle 1	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. - understand difficult words in the text.	1. Descriptive texts - My Grandma - Photography	a. Building Knowledge of the Field (15 minutes) 1) Students were given realia, issues related to descriptive text.. 2) Students share experiences related to descriptive text. 3) Students relate the descriptive text to daily activities. b. Modeling of the Text (15 minutes) 1) Students were a text and instructed to observe in a glance. 2) Students and teacher analyze together the generic structure of the text. 3) Students and teacher analyze together the characteristic of the text. 4) Students and teacher discuss together the difficult words of the text. 5. Students answer some questions	2x 40 minutes	1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional. 2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School (SMP/MTs)</i> . Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.

			<p>from the teacher orally related to the text.</p> <p>c. Joint Construction of the Text (20)</p> <ol style="list-style-type: none"> <li>1. Students listen the teacher's explanation related to how to operate the interactive multimedia.</li> <li>2. Students predict the text item based on the context, pictures or words in the interactive multimedia.</li> <li>3. Students and teacher analyze together the generic structure and characteristic of the text.</li> </ol> <p>d. Independent Construction of the Text (20)</p> <ol style="list-style-type: none"> <li>1) Students do reading exercises using interactive multimedia.</li> <li>2) Students show their score to the teacher.</li> </ol>		
--	--	--	---	--	--

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
2/Cycle 1	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. -understand difficult words in the text.	1.Descriptive texts -My Neighbor -School Subject	<ol style="list-style-type: none"> <li>1. Building Knowledge of the Field (15 minutes)               <ol style="list-style-type: none"> <li>4) Students were asked about previous material.</li> <li>5) Students share experiences related to descriptive text.</li> <li>6) Students relate the descriptive text to daily activities.</li> </ol> </li> <li>2. Modeling of the Text (15 minutes)               <ol style="list-style-type: none"> <li>5) Students were a text and instructed to observe in a glance.</li> <li>6) Students and teacher analyze together the generic structure of the text.</li> <li>7) Students and teacher analyze together the characteristic of the text.</li> <li>8) Students and teacher discuss together the difficult words of the text.</li> <li>6. Students answer some questions from the teacher orally related to the text.</li> </ol> </li> <li>3. Joint Construction of the Text (20)               <ol style="list-style-type: none"> <li>4. Students predict the text item based on the context, pictures or words in the interactive multimedia.</li> <li>5. Students and teacher analyze together the generic structure and characteristic of the text.</li> </ol> </li> <li>4. Independent Construction of the Text (20)               <ol style="list-style-type: none"> <li>3) Students do reading exercises using interactive multimedia.</li> <li>4) Students show their score to the teacher.</li> </ol> </li> </ol>	2x 40 minutes	1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional. 2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School (SMP/MTs)</i> . Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
3/Cycle 1	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. - understand difficult words in the text.	1.Descriptive texts - My Cat Gregory - The New Friend	<p>5. Building Knowledge of the Field (15 minutes)</p> <p>7) Students were asked about previous material.</p> <p>8) Students share experiences related to descriptive text.</p> <p>9) Students relate the descriptive text to daily activities.</p> <p>6. Modeling of the Text (15 minutes)</p> <p>9) Students were a text and instructed to observe in a glance.</p> <p>10) Students and teacher analyze together the generic structure of the text.</p> <p>11) Students and teacher analyze together the characteristic of the text.</p> <p>12) Students and teacher discuss together the difficult words of the text.</p> <p>7. Students answer some questions from the teacher orally related to the text.</p> <p>7. Joint Construction of the Text (20)</p> <p>6. Students predict the text item based on the context, pictures or words in the interactive multimedia.</p> <p>7. Students and teacher analyze together the generic structure and characteristic of the text.</p> <p>8. Independent Construction of the Text (20)</p> <p>5) Students do reading exercises using interactive multimedia.</p> <p>6) Students show their score to the teacher.</p>	2x 40 minutes	<p>1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.</p> <p>2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School</i> (SMP/MTs). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.</p>

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
4/Cycle 2	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. - understand difficult words in the text.	1.Descriptive texts - The amazing TajMahal - At School	9. Building Knowledge of the Field (15 minutes) 10) Students were asked about previous material. 11) Students share experiences related to descriptive text. 12) Students relate the descriptive text to daily activities. 10. Modeling of the Text (15 minutes) 13) Students were a text and instructed to observe in a glance. 14) Students and teacher analyze together the generic structure of the text. 15) Students and teacher analyze together the characteristic of the text. 16) Students and teacher discuss together the difficult words of the text. 8. Students answer some questions from the teacher orally related to the text. 11. Joint Construction of the Text (20) 8. Students predict the text item based on the context, pictures or words in the interactive multimedia. 9. Students and teacher analyze together the generic structure and characteristic of the text. 12. Independent Construction of the Text (20) 7) Students do reading exercises using interactive multimedia. 8) Students show their score to the teacher.	2x 40 minutes	1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional. 2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School</i> (SMP/MTs). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
5/Cycle 2	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. - understand difficult words in the text.	1.Descriptive texts - Brazil - Wardi's House	<p>13. Building Knowledge of the Field (15 minutes)</p> <p>13) Students were asked about previous material.</p> <p>14) Students share experiences related to descriptive text.</p> <p>15) Students relate the descriptive text to daily activities.</p> <p>14. Modeling of the Text (15 minutes)</p> <p>17) Students were a text and instructed to observe in a glance.</p> <p>18) Students and teacher analyze together the generic structure of the text.</p> <p>19) Students and teacher analyze together the characteristic of the text.</p> <p>20) Students and teacher discuss together the difficult words of the text.</p> <p>9. Students answer some questions from the teacher orally related to the text.</p> <p>15. Joint Construction of the Text (20)</p> <p>10. Students predict the text item based on the context, pictures or words in the interactive multimedia.</p> <p>11. Students and teacher analyze together the generic structure and characteristic of the text.</p> <p>16. Independent Construction of the Text (20)</p> <p>9) Students do reading exercises using interactive multimedia.</p> <p>10) Students show their score to the teacher.</p>	2x 40 minutes	<p>1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.</p> <p>2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School</i> (SMP/MTs). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.</p>

Meeting/ Cycle	Indicators	Learning Materials	Learning activities	Time Allocation	Sources
6/Cycle 2	Students are able to: - Identify generic structure in the descriptive text - Find the topic sentence of the paragraph. – Identify implicit and explicit detailed information. -understand difficult words in the text.	1.Descriptive texts - Jatim Park - My Room	17. Building Knowledge of the Field (15 minutes) 16) Students were asked about previous material. 17) Students share experiences related to descriptive text. 18) Students relate the descriptive text to daily activities. 18. Modeling of the Text (15 minutes) 21) Students were a text and instructed to observe in a glance. 22) Students and teacher analyze together the generic structure of the text. 23) Students and teacher analyze together the characteristic of the text. 24) Students and teacher discuss together the difficult words of the text. 10. Students answer some questions from the teacher orally related to the text. 19. Joint Construction of the Text (20) 12. Students predict the text item based on the context, pictures or words in the interactive multimedia. 13. Students and teacher analyze together the generic structure and characteristic of the text. 20. Independent Construction of the Text (20) 11) Students do reading exercises using interactive multimedia. 12) Students show their score to the teacher.	2x 40 minutes	1.JakaPriyana. et al. 2008. <i>Scaffolding: English for Junior High School</i> (Grade VII). Jakarta: PusatPerbukuanDep artemenPendidikan Nasional. 2.Wardiman, A. et al.2009. <i>English in Focus for Grade VII Junior High School (SMP/MTs)</i> . Jakarta: PusatPerbukuanDep artemenPendidikan Nasional.

# Appendix 5

## LESSON PLANS



## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	: SMPN 2 Berbah
Kelas/Semester	: VII/ Dua
Standar Kompetensi	: <b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	: <b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	: <ol style="list-style-type: none"> <li>1. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>2. Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>3. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>4. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ol>
Tema	: Descriptive
Pertemuan	: 1
Aspek/Skill	: Membaca
Alokasi waktu	: 2x 40 menit

#### A. Tujuan Pembelajaran

1. Siswa dapat menemukan informasi penting yang ada pada teks descriptive.

## B. Materi Pembelajaran

### 1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

### 2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

### 3. Grammar Practice

- Simple Present tense

*My father works in the office.*  
*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*

#### 4. Contoh teks descriptive

##### a. Teks untuk MOT

### My Grandma

My grandma is a tidy woman. She is now 80 years old. Her hair is long and tidy. She combs it everyday. Her clothes are always clean and neat. She lives alone. So she makes up her own bed. She cleans up the house. She also cooks her own meal every day.

##### b. Teks untuk JCOT(Photography)

**PHOTOGRAPHY**

If you like taking pictures, you may have a camera.

With a camera we can make a photograph.

We may make pictures with a pen or a pencil, but we can also make pictures with light.

What we get is a photograph (photo=light, graph=picture).

We can easily make the picture of an animal, a boy, a girl, or even a landscape in a very short time.

What we see in the picture is precisely like the original object.

First you may take pictures of people or things around you at home, but later you will like to go about to find your objects.

It is a great fun to see the photographs of our good times in the past.

This is why we like to have a good camera, a small thing to make a photograph with.

Read All : S N Stop

Translation Exercise

Filling Up Exercise

Question Exercise

Sentence Building Exercise

### C. Metode Pembelajaran

Genre Text-based Approach

### D. Langkah- langkah Kegiatan

#### a. Opening (5menit)

- b. Building Knowledge of the Field (15 menit)
  - 1) Siswa diberikan sebuah realia atau issue tentang sebuah fenomena terkait dengan deskripsi.
  - 2) Siswa saling berbagi pengalaman tentang teks descriptive.
  - 3) Siswa menghubungkan teks descriptive dengan penggunaannya dalam kehidupan sosial sehari-hari.
- c. Modeling of the Text (15 menit)
  - 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
  - 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
  - 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
  - 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
  - 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.
- d. Joint Construction of the Text (20)
  - 1) Siswa menyimak penjelasan guru mengenai langkah-langkah menggunakan interactive multimedia.
  - 2) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
  - 3) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
  - 4) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.
- e. Independent Construction of the Text (20)
  - 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.

Example:



**QUESTION EXERCISE**

What can you do with a camera?

- a. We can make photographs with a camera.
- b. We can travel with a camera.
- c. We can make fun with a camera.

Score: 0    Waktu: 99

The interface shows a green chalkboard with a question and three multiple-choice options. A cartoon teacher is in the top left, and a woman is on the right. A red 'X' button is in the top right. At the bottom left, there are two red boxes showing 'Jumlah Perolehan: 0' and 'Waktu: 99'.



**FILLING UP EXERCISE**

It is ..... to see the photograph.

a great fun    glad    happiness

like    confusing

Score: 0    Waktu: 44

The interface shows a green chalkboard with a sentence completion exercise. Five word cards are available: 'a great fun', 'glad', 'happiness', 'like', and 'confusing'. A cartoon teacher is in the top left, and a woman is on the right. A red 'X' button is in the top right. At the bottom left, there are two red boxes showing 'Jumlah Perolehan: 0' and 'Waktu: 44'.



**SENTENCE BUILDING EXERCISE**

1 2 3 4 5

make pictures    a pen    with    may    we

Score: 0    Waktu: 148

The interface shows a sentence building exercise with five numbered slots. Below the slots are five word cards: 'make pictures', 'a pen', 'with', 'may', and 'we'. A cartoon dog is on the left, and a woman is on the right. A red 'X' button is in the bottom right. At the top left, there are two red boxes showing 'Jumlah Perolehan: 0' and 'Waktu: 148'.

- 2) Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
  - 3) Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
- 1) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.
  - 2) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaannya dalam kehidupan sehari-hari.
  - 3) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk descriptive dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
  - 4) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### **E. Sumber Belajar**

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Wardiman, A. et al. 2009. *English in Focus for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### **F. Penilaian**

1. Teknik : Merespon teks tertulis
2. Bentuk : Pertanyaan tertulis
4. Pedoman Penilaian
  - a. Untuk bagian I, tiap jawaban benar diberi skor 2
  - b. Jumlah skor maksimal bagian I       $1 \times 5 = 10$

- c. Nilai maksimal = 10
- d. Nilai Siswa = Jumlah skor x 100

#### 5. Rubrik Penilaian

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

....., .....

Peneliti

N Tien Wartini AS.S.Pd

NIP. 19570415198403 2 002

Lanuma Rimbun Pragiwo

NIM. 06202244168

## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	: SMPN 2 Berbah
Kelas/Semester	: VII/ Dua
Standar Kompetensi	: <b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	: <b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	: <ol style="list-style-type: none"> <li>1. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>2.Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>3. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>4. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ol>
Tema	: Descriptive
Pertemuan	: 2
Aspek/Skill	: Membaca
Alokasi waktu	: 2x 40 menit

#### A. Tujuan Pembelajaran

Siswa dapat menemukan informasi penting yang ada pada teks descriptive.



## B. Materi Pembelajaran

### 1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

### 2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

### 3. Grammar Practice

- Simple Present tense

*My father works in the office.*  
*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*

### 4. Contoh teks descriptive

c. *Teks untuk MOT*


### My Neighbour

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

#### d. Teks untuk JCOT(School Subject)

**SCHOOL SUBJECTS**

My name is Wardi.  
 I am a student of SMP Kencana.  
 The school is not far from my house.  
 I have many friends.  
 We walk together to school.  
 We do our homework together.  
 Physics is a subject about the nature of things. I like physics very much.  
 Mathematics is a subject about computation.  
 I am not clever at mathematics.  
 I like English and I like Indonesian too.  
 Ardi, Rika, and Rina are my close friends.  
 Ardi is a clever boy at mathematics.  
 Ardi's house is not far from my house.  
 Rika is very clever at Indonesian.  
 English is not very difficult for Rina.



Read All :

S Slow    N Normal    P Stop

Translation Exercise

Filling Up Exercise

?

Question Exercise

Sentence Building Exercise

X

### C. Metode Pembelajaran

Genre Text-based Approach

### D. Langkah- langkah Kegiatan

- a. Opening (5menit)
- b. Building Knowledge of the Field (15 menit)
  - 1) Siswa mengingat kembali materi di pertemuan sebelumnya dan menanyakan kesulitan.
  - 2) Siswa saling berbagi pengalaman tentang teks descriptive.

- 3) Siswa menghubungkan teks descriptive dengan penggunaannya dalam kehidupan sosial sehari-hari.

c. Modeling of the Text (15 menit)

- 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
- 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
- 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
- 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
- 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.

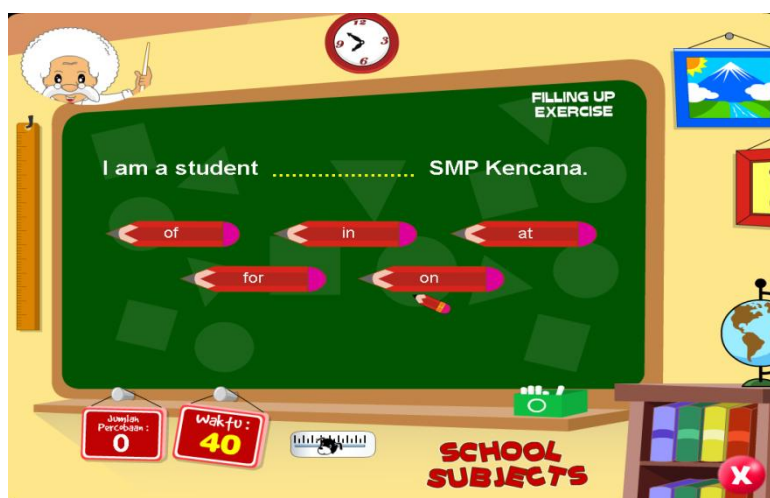
d. Joint Construction of the Text (20)

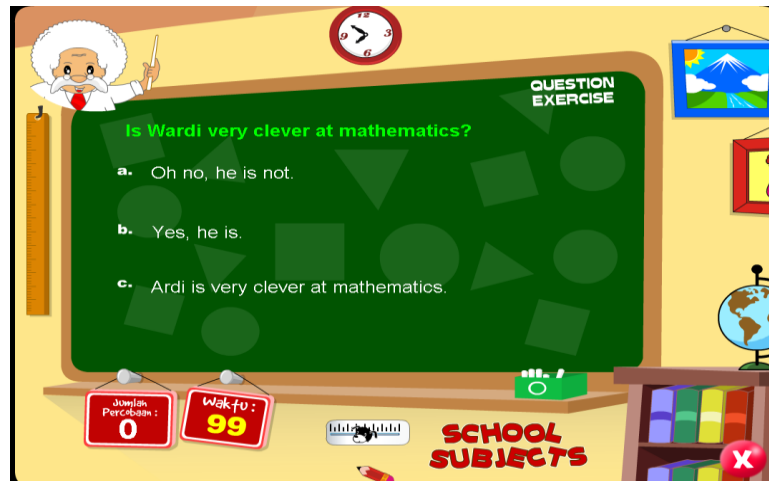
- 1) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
- 2) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
- 3) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.

e. Independent Construction of the Text (20)

- 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.

Example:





- 2) Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
  - 3) Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
- 1) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.

- 2) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaannya dalam kehidupan sehari-hari.
- 3) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk *descriptive* dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
- 4) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### E. Sumber Belajar

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Wardiman, A. et al. 2009. *English in Focus for Grade VII Junior High School* (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### F. Penilaian

1. Teknik : Merespon teks tertulis
2. Bentuk : Pertanyaan tertulis
3. Pedoman Penilaian
  - a. Untuk bagian I, tiap jawaban benar diberi skor 2
  - b. Jumlah skor maksimal bagian I  $1 \times 5 = 10$
  - c. Nilai maksimal = 10
  - d. Nilai Siswa = Jumlah skor x 100
4. Rubrik Penilaian

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

N Tien Wartini AS.S.Pd

NIP. 19570415198403 2 002

....., .....

Peneliti

Lanuma Rimbun Pragiwo

NIM. 06202244168

## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	: SMPN 2 Berbah
Kelas/Semester	: VII/ Dua
Standar Kompetensi	: <b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	: <b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	: <ol style="list-style-type: none"> <li>a. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>b. Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>c. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>d. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ol>
Tema	: Descriptive
Pertemuan	: 3
Aspek/Skill	: Membaca
Alokasi waktu	: 2x 40 menit

### A. Tujuan Pembelajaran

1. Siswa dapat menemukan informasi penting yang ada pada teks descriptive.

### B. Materi Pembelajaran

1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

3. Grammar Practice

- Simple Present tense

*My father works in the office.*  
*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*



4. *Contoh teks descriptive*

g. *Teks untuk MOT*

**My Cat Gregory**

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

h. *Teks untuk JCOT(The New Friend)*

**THE NEW FRIEND**

Wati is our new friend.  
 Her full name is Setiowati, but we call her "Wati" for short. She is from Yogya.  
 What attracts our attention is the way she speaks.  
 It is slower and it sounds very formal.  
 She uses the standard language just like our teachers do. We think it is strange.  
 She is so young but she speaks the language of older people.  
 On the other hand, Wati is pretty.  
 She is clever and she is very patient.  
 She knows how her friends think of her.  
 She says, "I know how you think of me. I can't speak the way you do, but I understand you very well".  
 At that time our teacher of bahasa Indonesia comes in. We go back to our seats, and the class begins.

About PT Elex Media Komputindo

Translation Exercise

Filling Up Exercise

Question Exercise

Sentence Building Exercise

Read All :  
 S Slow N Normal Stop

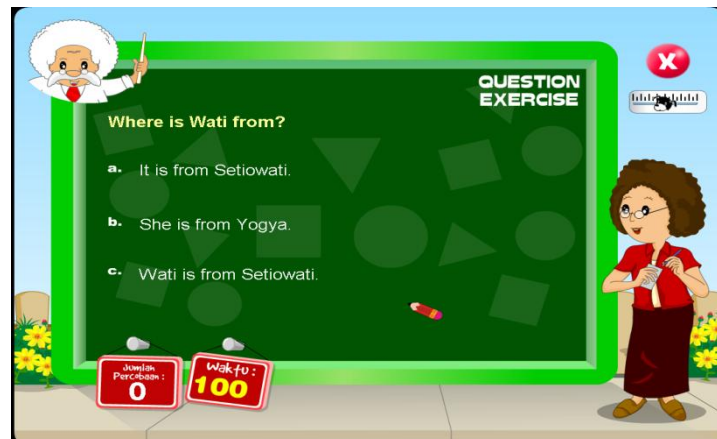
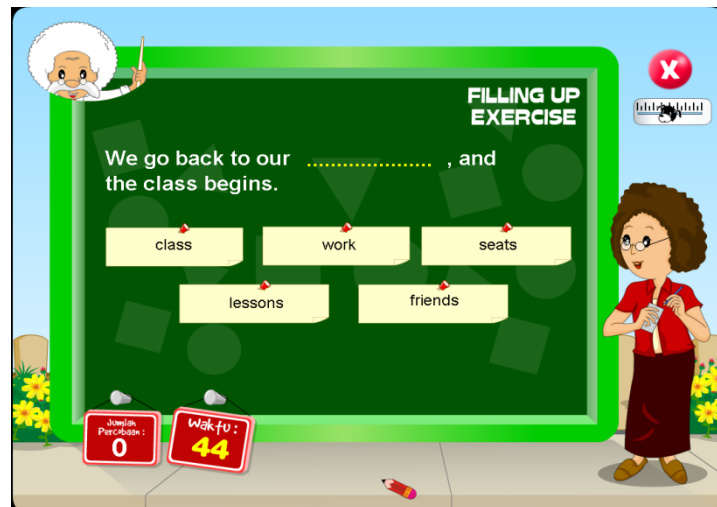
**C. Metode Pembelajaran**

Genre Text-based Approach

**D. Langkah- langkah Kegiatan**

a. Opening (5menit)

- b. Building Knowledge of the Field (15 menit)
    - 1) Siswa mengingat kembali materi di pertemuan sebelumnya dan menanyakan kesulitan.
    - 2) Siswa saling berbagi pengalaman tentang teks descriptive.
    - 3) Siswa menghubungkan teks descriptive dengan penggunaannya dalam kehidupan sosial sehari-hari.
  - c. Modeling of the Text (15 menit)
    - 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
    - 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
    - 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
    - 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
    - 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.
  - d. Joint Construction of the Text (20)
    - 1) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
    - 2) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
    - 3) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.
  - e. Independent Construction of the Text (20)
    - 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.
- Example:



- 2) Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
- 3) Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
  - 1) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.
  - 2) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaanya dalam kehidupan sehari-hari.
  - 3) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk descriptive dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
  - 4) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### E. Sumber Belajar

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Wardiman, A. et al. 2009. *English in Focus for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### F. Penilaian

- a. Teknik : Merespon teks tertulis
- b. Bentuk : Pertanyaan tertulis
5. Pedoman Penilaian
  - a. Untuk bagian I, tiap jawaban benar diberi skor 2

b. Jumlah skor maksimal bagian I  $1 \times 5 = 10$

c. Nilai maksimal = 10

d. Nilai Siswa = Jumlah skor x 100

c. Rubrik Penilaian

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

....., .....

Peneliti

N Tien Wartini AS.S.Pd

Lanuma Rimbun Pragiwo

NIP. 19570415198403 2 002

NIM. 06202244168

## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	:	SMPN 2 Berbah
Kelas/Semester	:	VII/ Dua
Standar Kompetensi	:	<b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	:	<b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	:	<ul style="list-style-type: none"> <li>a. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>b. Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>c. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>d. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ul>
Tema	:	Descriptive
Pertemuan	:	4
Aspek/Skill	:	Membaca
Alokasi waktu	:	2x 40 menit

### A. Tujuan Pembelajaran

1. Siswa dapat menemukan informasi penting yang ada pada teks descriptive.

### B. Materi Pembelajaran

1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

3. Grammar Practice

- Simple Present tense

*My father works in the office.*  
*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*

4. *Contoh teks descriptive*

e. *Teks untuk MOT*


### The Amazing Taj Mahal

Taj Mahal is one of the eight wonders of the world. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

f. *Teks untuk JCOT(At School)*

**AT SCHOOL**

Wardi is a student of SMP Kencana. He is a clever student. There are many friends in this school, boys and girls. They are in the classroom now. On the front wall there is a blackboard. To the right of the blackboard there is a cupboard. There are many books in this cupboard. To the right of the cupboard, on the wall, there are pictures. Two windows and one door are on the left of the classroom. There are thirty students in this classroom, seventeen boys and thirteen girls. There are fifteen tables and thirty chairs for the students. Two students are at one table.



Read All :
S Slow
N Normal
P Stop

**Translation  
Exercise**

**Filling Up  
Exercise**

?

**Question  
Exercise**

**Sentence Building  
Exercise**

X

### C. Metode Pembelajaran

Genre Text-based Approach

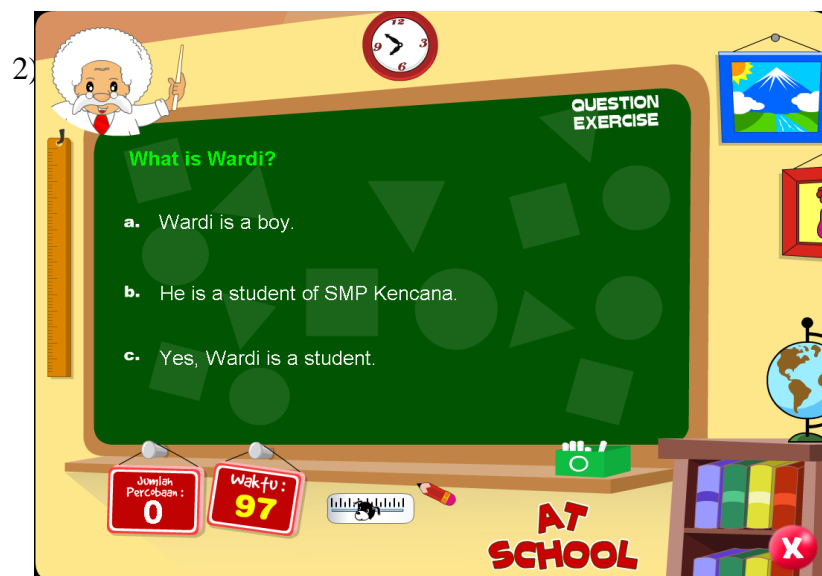
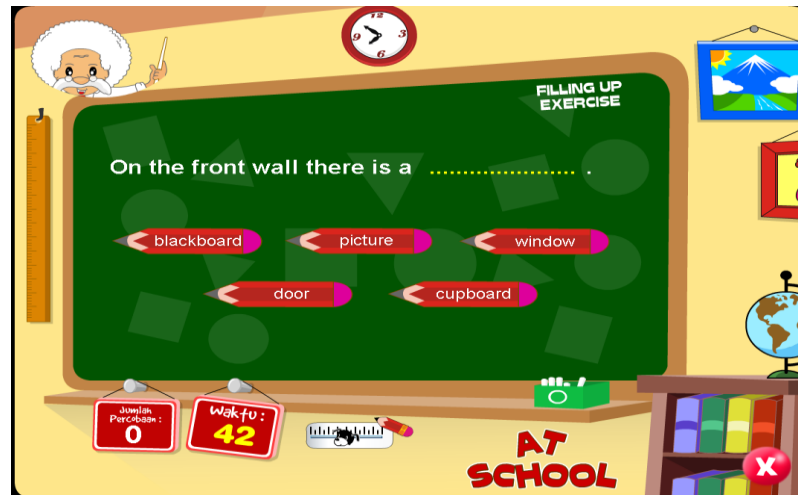
### D. Langkah- langkah Kegiatan

- a. Opening (5menit)
- b. Building Knowledge of the Field (15 menit)



- 1) Siswa mengingat kembali materi di pertemuan sebelumnya dan menanyakan kesulitan.
  - 2) Siswa saling berbagi pengalaman tentang teks descriptive.
  - 3) Siswa menghubungkan teks descriptive dengan penggunaannya dalam kehidupan sosial sehari-hari.
- c. Modeling of the Text (15 menit)
- 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
  - 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
  - 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
  - 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
  - 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.
- d. Joint Construction of the Text (20)
- 1) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
  - 2) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
  - 3) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.
- e. Independent Construction of the Text (20)
- 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.

Example:



2. Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
3. Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
  - 1) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.
  - 2) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaanya dalam kehidupan sehari-hari.
  - 3) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk *descriptive* dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
  - 4) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### **E. Sumber Belajar**

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Wardiman, A. et al. 2009. *English in Focus for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### **F. Penilaian**

- a. Teknik : Merespon teks tertulis
- b. Bentuk : Pertanyaan tertulis
6. Pedoman Penilaian
  - a. Untuk bagian I, tiap jawaban benar diberi skor 2
  - b. Jumlah skor maksimal bagian I       $1 \times 5 = 10$
  - c. Nilai maksimal = 10
  - d. Nilai Siswa = Jumlah skor x 100

## c. Rubrik Penilaian

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

....., .....

Peneliti

N Tien Wartini AS.S.Pd

NIP. 19570415198403 2 002

Lanuma Rimbun Pragiwo

NIM. 06202244168

## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	:	SMPN 2 Berbah
Kelas/Semester	:	VII/ Dua
Standar Kompetensi	:	<b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	:	<b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	:	<ul style="list-style-type: none"> <li>a. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>b. Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>c. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>d. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ul>
Tema	:	Descriptive
Pertemuan	:	5
Aspek/Skill	:	Membaca
Alokasi waktu	:	2x 40 menit

### A. Tujuan Pembelajaran

1. Siswa dapat menemukan informasi penting yang ada pada teks descriptive.

### B. Materi Pembelajaran

1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- A *descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

3. Grammar Practice

- Simple Present tense

*My father works in the office.*

*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*

4. *Contoh teks descriptive*

e. *Teks untuk MOT*

Brazil

Brazil is the largest country in South America. And..it's also the fifth largest country in world. Does anybody know where Brazil is? Yes, it's located in the eastern part of South America. The people are friendly, outgoing, and they also like to have fun. They're fun-loving people. Well...if you've heard about samba, then you must know that the samba dance is from Brazil. The people love to sing and dance the samba.

f. *Teks untuk JCOT(Wardi's House)*

**WARDI'S HOUSE**

My house is not far from my school.  
It is about two hundred meters between my school and my house.  
After school many friends call on me just for a drink of cold water.  
In front of my house there is a small garden. Flowers of various colours are there. I water them every afternoon.  
I like yellow and red flowers.  
I leave home for school at seven every morning. At one o'clock in the afternoon I am back home again.  
I have my lunch at about two o'clock and then I go to bed until half past three.  
When I wake from my afternoon rest I do my home work.  
Sometimes I just play around with my dogs in the back yard.  
I have two dogs, the one is black and the other is brown.  
I call them Blacky and Browny.  
They are funny animals.  
They always run after me wherever I go.



Read All : S N P

Slow Normal Stop



Translation Exercise

Filling Up Exercise

Question Exercise

Sentence Building Exercise

?

X

### C. Metode Pembelajaran

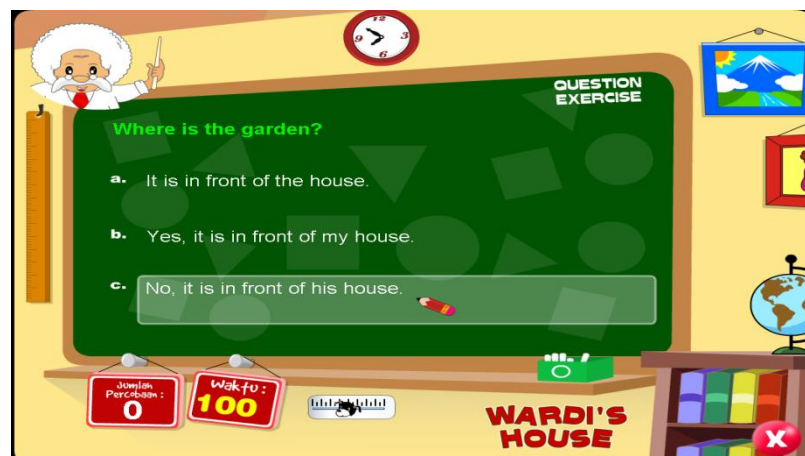
#### Genre Text-based Approach

#### **D. Langkah- langkah Kegiatan**

- a. Opening (5menit)
- b. Building Knowledge of the Field (15 menit)
  - 1) Siswa mengingat kembali materi di pertemuan sebelumnya dan menanyakan kesulitan.
  - 2) Siswa saling berbagi pengalaman tentang teks descriptive.
  - 3) Siswa menghubungkan teks descriptive dengan penggunaanya dalam kehidupan sosial sehari-hari.
- c. Modeling of the Text (15 menit)
  - 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
  - 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
  - 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
  - 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
  - 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.
- d. Joint Construction of the Text (20)
  - 1) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
  - 2) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
  - 3) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.
- e. Independent Construction of the Text (20)
  - 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.



Example:



- 2) Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
  - 3) Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
- 5) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.
  - 6) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaannya dalam kehidupan sehari-hari.
  - 7) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk *descriptive* dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
  - 8) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### E. Sumber Belajar

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Wardiman, A. et al. 2009. *English in Focus for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

**F. Penilaian**

a. Teknik : Merespon teks tertulis

b. Bentuk : Pertanyaan tertulis

**7. Pedoman Penilaian**

a. Untuk bagian I, tiap jawaban benar diberi skor 2

b. Jumlah skor maksimal bagian I  $1 \times 5 = 10$

c. Nilai maksimal = 10

d. Nilai Siswa = Jumlah skor x 10

**c. Rubrik Penilaian**

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

....., .....

Peneliti

N Tien Wartini AS.S.Pd

Lanuma Rimbun Pragiwo

NIP. 19570415198403 2 002

NIM. 06202244168

## RANCANGAN PENGAJARAN DAN PEMBELAJARAN

### (RPP)

SMP/MTs	:	SMPN 2 Berbah
Kelas/Semester	:	VII/ Dua
Standar Kompetensi	:	<b>11.</b> Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitandengan lingkungan terdekat
Kompetensi Dasar	:	<b>11.2</b> Merespon makna dan langkah retorika secara akurat,lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .
Indikator	:	<ul style="list-style-type: none"> <li>a. Siswa dapat mengidentifikasi generic structure pada descriptive texts.</li> <li>b. Siswa dapat menemukan dan menunjukan topik kalimat pada sebuah paragraph.</li> <li>c. Siswa dapat mengidentifikasi informasi dalam bacaan baik yang tersurat dan tersirat.</li> <li>d. Siswa dapat memahami kata-kata sukar yang ada pada teks.</li> </ul>
Tema	:	Descriptive
Pertemuan	:	6
Aspek/Skill	:	Membaca
Alokasi waktu	:	2x 40 menit

### A. Tujuan Pembelajaran

1. Siswa dapat menemukan informasi penting yang ada pada teks descriptive.

### B. Materi Pembelajaran

1. Recalling Vocabulary

Kata-kata yang sering muncul dalam sebuah teks descriptive seperti *beautiful, colourful, bright, cheerful*.

2. Communication Practice

Berikut ini adalah contoh pertanyaan guru kepada siswa dalam mengawali proses pengajaran dan pembelajaran descriptive text.

1. Do you have sisters or brothers?
2. Are they handsome and cheerful?
3. What do you think about them?

### 3. Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : *Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.*

- *Description* is the part of the paragraph that describes the character.

Example : *Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.*

3. Grammar Practice

- Simple Present tense

*My father works in the office.*  
*My father is smart person.*

- Signal words

*Everyday, everytime, on Sundays.*

4. *Contoh teks descriptive*

e. *Teks untuk MOT*

### Jatim Park

Jatim Park is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width. Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

f. *Teks untuk JCOT(My Room)*

**MY ROOM**

There are several rooms in my house.  
One of them is my room.  
It is not very large. I have several pieces of furniture in my room, a bed, a writing table, a chair, a cupboard, a shelf, and a small table for the radio.  
I put my clothes in the cupboard.  
My books are on the shelf.  
On the writing table there is a small lamp.  
It is a reading lamp. Near the lamp there is a clock. It is an alarm clock.  
I write my name "Suwardi" on a piece of wood. I put it under the lamp.  
The small table is in the corner of the room.  
It is near the writing table.  
There is a radio-corder on this small table.  
A radio-corder is a combination of a radio and a cassette recorder.  
I put the radio on when I learn my lessons.  
I like soft music.

Read All : S N Stop

Translation Exercise

Filling Up Exercise

Question Exercise

Sentence Building Exercise

### C. Metode Pembelajaran

Genre Text-based Approach

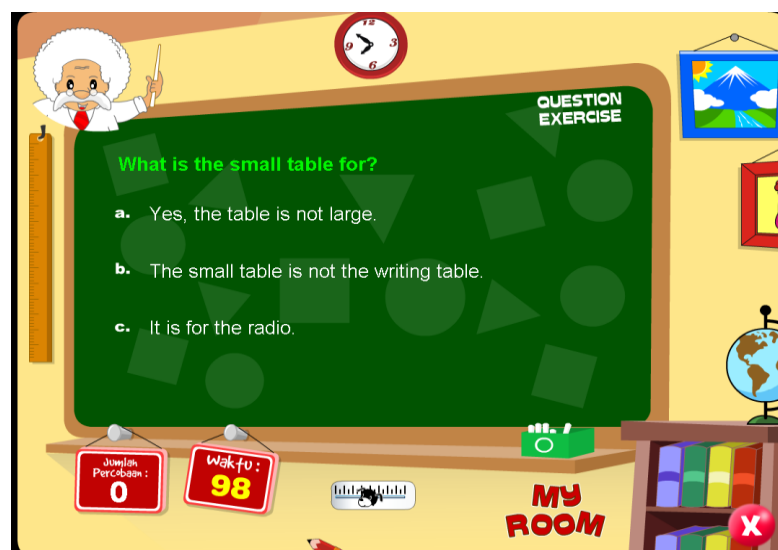
### D. Langkah- langkah Kegiatan

- a. Opening (5menit)
- b. Building Knowledge of the Field (15 menit)
  - 1) Siswa mengingat kembali materi di pertemuan sebelumnya dan menanyakan kesulitan.
  - 2) Siswa saling berbagi pengalaman tentang teks descriptive.
  - 3) Siswa menghubungkan teks descriptive dengan penggunaanya dalam kehidupan sosial sehari-hari.
- c. Modeling of the Text (15 menit)
  - 1) Siswa diberi sebuah teks kemudian suruh mengamati sekilas tentang teks tersebut.
  - 2) Siswa bersama-sama dengan guru menganalisa *generic structure* pada sebuah teks descriptive.
  - 3) Siswa bersama-sama dengan guru menganalisa karakteristik dari teks descriptive.
  - 4) Siswa bersama-sama dengan guru membahas kata-kata sukar baik dengan guessing meaning atau membuka dictionary.
  - 5) Siswa menjawab berbagai pertanyaan mengenai bacaan yang diberikan oleh guru secara lisan.
- d. Joint Construction of the Text (20)
  - 1) Siswa memprediksi isi bacaan berdasarkan judul atau gambar yang ada di interactive multimedia.
  - 2) Siswa memprediksi kata-kata suka sesuai dengan konteks kalimat dan gambar serta vocabulary dari interactive multimedia.
  - 3) Siswa bersama-sama dengan guru menganalisa isi bacaan, karakter dan *generic structure* pada sebuah teks descriptive.

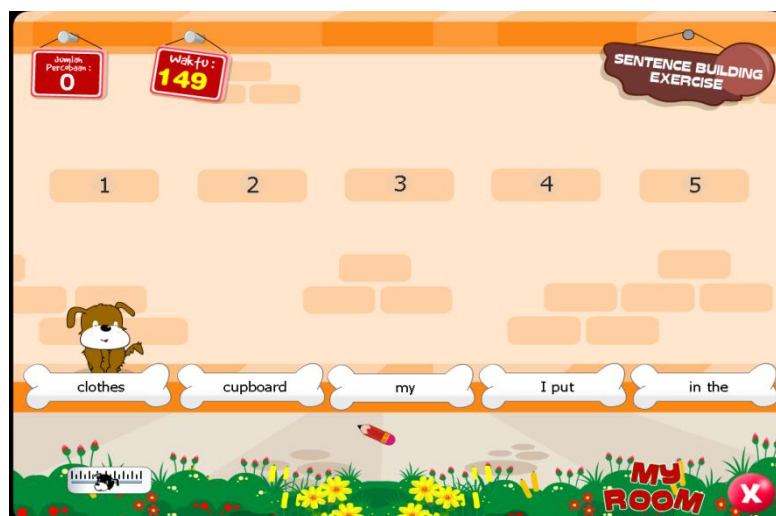
e. Independent Construction of the Text (20)

- 1) Siswa mengerjakan soal-soal *reading* dengan menggunakan interactive multimedia yang telah diajarkan di bagian JCOT.

Example:







- 2) Siswa melakukan evaluasi dari latihan melalui interactive multimedia.
  - 3) Siswa menunjukkan score yang diperoleh kepada guru.
- f. Closing (5 menit)
- 1) Guru membuat ringkasan tentang point-point penting yang telah diajarkan.
  - 2) Guru kemudian melakukan refleksi tentang apa yang sudah dipelajari hari ini dan mencoba menghubungkan dengan penggunaannya dalam kehidupan sehari-hari.
  - 3) Guru melakukan pertanyaan retorika untuk mengetahui pemahaman siswa secara menyeluruh tentang teks berbentuk descriptive dan *reading comprehension strategies: top and down-processing, making prediction* dan *using background knowledge*.
  - 4) Guru menyampaikan kepada siswa kalau pertemuan selanjutnya masih akan membahas topik yang sama. Siswa diminta untuk membaca dan belajar ulang tentang pelajaran yang hari ini sudah diajarkan.

#### E. Sumber Belajar

1. Jaka Priyana. et al. 2008. *Scaffolding: English for Junior High School* (Grade VII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

2. Wardiman, A. et al.2009. English in Focus for Grade VII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### F. Penilaian

- a. Teknik : Merespon teks tertulis
- b. Bentuk : Pertanyaan tertulis

#### 4. Pedoman Penilaian

- a. Untuk bagian I, tiap jawaban benar diberi skor 2
- b. Jumlah skor maksimal bagian I  $1 \times 5 = 10$
- c. Nilai maksimal = 10
- d. Nilai Siswa = Jumlah skor x 100

#### c. Rubrik Penilaian

Bagian / Nomor	Uraian	Skor
I / 2-6	Jawaban benar	1
	Jawaban salah	0
	Tidak menjawab	0

Mengetahui :

Guru Bahasa Inggris

....., .....

Peneliti

N Tien Wartini AS.S.Pd

Lanuma Rimbun Pragiwo

NIP. 19570415198403 2 002

NIM. 06202244168

**Appendix 6**

**BLUEPRINT OF READING  
COMPREHENSION TEST**

### BLUEPRINT OF READING TEST

Students : Junior High School students, grade VII, semester 2

Standar Kompetensi :

1. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar :

- 1.1 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

No.	Genre	Question area	Item Number	Total Number	Total Number
1.	Descriptive	Finding factual information	3, 11, 22, 38, 48, 7, 18, 26, 33, 43	10	50
		Finding the topic/main idea	1, 12, 21, 39, 47, 6, 16, 27, 32, 42	10	
		Identifying the purpose of the text	4, 15, 24, 40, 49, 8, 19, 30, 35, 45	10	
		Identifying vocabulary	2, 14, 23, 37, 50, 9, 17, 29, 34, 44	10	
		Making conclusion	5, 13, 25, 36, 46, 10, 20, 28, 31, 41	10	

Appendix 7

READING COMPREHENSION  
TEST

## READING COMPREHENSION TEST

### GRADE VII OF SMPN 2 BERBAH

Time : 90 minutes

Instruction: Read the texts and choose the best answer to each question.

Question 1-5 are based on the following text.

Mr. Johan is a soldier. He is very tall. He is not fat. His wife is a teacher. She is thin and not tall. Her hair is black and wavy. She wears glasses. Mr. Johan has two children. There are Elly and Ridwan. Elly is thin like her mother, but her hair is not wavy. It is straight like her fathers. Ridwan, Elly brother is very tall. He is fat. His skin is black like his father. Mr. Johan, his wife and his children like sports. They usually do sports in Sunday morning.

*Taken from: <http://descriptive-text.blogspot.com/>*

1. According to the text, we know that the topic of the text is ....
  - a. Mr. Johan
  - b. Mr. Johan's appearance
  - c. Mr. Johan's activities
  - d. family description
2. They usually do sports in Sunday morning.  
The word they refers to ....
  - a. Elly and Ridwan
  - b. Mr. and Mrs. Johan
  - c. Mr. Johan and his children
  - d. Mr. Johan, his wife and his children
3. How many are there in the text? There are .... People the text.
  - a. one
  - b. two
  - c. three
  - d. four
4. Based on the text, the purpose of the text is ....
  - a. telling Mr. Johan's family
  - b. explaining Mr. Johan's activities
  - c. describing Mr. Johan's family
  - d. informing Mr. Johan's family
5. What is Mr. Johan's like?
  - a. She is slim and tall
  - b. She is thin and has a straight hair
  - c. She is thin and not tall
  - d. She is tall and thin

Question 6-10 are based on the following text.

### Mount Bromo

Mount Bromo (Indonesian: Gunung Bromo), is an active volcano and part of the Tengger massif, in East Java, Indonesia. At 2,329 metres (7,641 ft) it is not the highest peak of the massive area, but is the most well known. The massive area is one of the most visited tourist attractions in East Java, Indonesia. The volcano belongs to the Bromo Tengger Semeru National Park. It's so beautiful. The best views from Mount Bromo to the Sand Sea below and the surrounding volcanoes are at sunrise. The viewpoint on Mount Penanjakan can also be reached on foot in about two hours. From inside the caldera, sulfur is collected by workers.

*Taken from:*

<http://descriptive-text.blogspot.com/>

6. The main idea of the paragraph above is ....
  - a. The description of mount Bromo
  - b. The beauty of mount Bromo
  - c. The location of mount Bromo
  - d. holiday in Mount Bromo
7. What is the interesting in Mount Bromo?
  - a. The highest peak
  - b. Bromo Tengger Semeru National Park
  - c. The caldera
  - d. Massive area
8. From the text above, it can be known that the purpose of the writer in writing the text is ....
  - a. telling his/her holiday
  - b. amusing the reader
  - c. describing Mount Bromo
  - d. explaining his/her holiday
9. The **massive** area is one of the most visited tourist attractions in East Java, Indonesia.  
The bold italicized word mean ....
  - a. besar
  - b. menarik
  - c. membahana
  - d. bergema
10. What do you think of Mount Bromo based on this text?
  - a. enjoyable
  - b. chalenging
  - c. lovely
  - d. natural
  - e.

Question 11-15 are based on the following text.

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season. Mr Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

*Taken from: BSE Contextual Teaching and Learning*

11. How is Mr. Kartolo?
  - a. He is very happy
  - b. He is smart
  - c. He is handsome
  - d. He is rich
12. What is the text mainly about?
  - a. The description of Mr. Kartolo's activities in farm
  - b. The description of Mr. Kartolo's wife
  - c. The description of Mr. Kartolo's job
  - d. the description of Mr. Kartolo's brother
13. How do you describe Mr. Kartolo's activities?
  - a. Mr Kartolo ploughs the land at the beginning of the winter season.
  - b. Mr Kartolo ploughs the land at the beginning of the autumn season.
  - c. Mr Kartolo ploughs the land at the beginning of the summer season.
  - d. Mr Kartolo ploughs the land at the beginning of the rainy season.
14. Mr Kartolo is ready to harvest his crops (line three)  
What does the underlined word mean?
  - a. harvest
  - b. plants
  - c. production
  - d. yield
15. Why does Mr. Kartolo do in the beginning of rainy season?
  - a. He ploughs the land
  - b. He works early



- c. He has hard work
- d. He gets lazy to work

Question 16-20 are based on the following text.

I have a lovely cat called Monie. He is very cute and funny. Monie is small and full colour. His hair has three colours; black, white and yellow. The black fur is on his body, white is on his tail and legs, and the yellow one is around his stomach, face and neck. Every day I give him some food and drink. He likes rice and fish. I also give him some milk. It makes him stay healthy. Monie has good behavior. He never steals food. My family and I love him very much.

*Taken from: <http://descriptive-text.blogspot.com/>*

15. What does the text tell us about?
  - a. Monie, the lovely cat
  - b. Monie, the smart cat
  - c. Money, the most beautiful cat
  - d. Money, the good pet
16. Line five: It makes him stay healthy. What does the word it refers to?
  - a. Fruit
  - b. Milk
  - c. Vegetable
  - d. Cheese
17. How is the lovely cat, Monie based on the text?
  - a. It is ancient
  - b. It is historic
  - c. It is cute and funny
  - d. It is attractive
18. Why does the writer write this text?
  - a. Telling the smart pet
  - b. Describing the smart cat
  - c. Describing the beautiful pet
  - d. Describing the lovely cat
19. What will people feel when they see the cat?
  - a. They will love it
  - b. They will buy it
  - c. They will ignore to buy it
  - d. They will use it

Question 21-25 are based on the following text.

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

*Taken from: Dit. PSMP, 2006*

20. What is the text mainly about?
  - a. the description of the writer' family
  - b. the characteristic of the writer
  - c. the personality of the writer
  - d. the explanation of the writer
21. Who is the name of the writer's father?
  - a. Mr. Steward
  - b. Mrs. Steward
  - c. Mrs. Steward's Mom
  - d. Mr. Steward's Dad
22. What does the word near mean to? (line three: He has a restaurant near Kuta beach.)
  - a. related to
  - b. close to
  - c. similar to
  - d. same with
23. Why does the writer write this text?
  - a. Telling the good family
  - b. Informing the family of the tailor
  - c. Describing the family of the pianist
  - d. Describing the family of the writer
24. Why does the restaurant become so interesting?
  - a. It faces the beach directly
  - b. It faces the jungle
  - c. It faces the farm
  - d. All faces the trees

Question 26-30 are based on the following text.

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

*Taken from: BSE Contextual Teaching and Learning*

25. What is the next of the writer's bedroom?
  - a. Her/his mother's bedroom
  - b. Living room
  - c. Kitchen
  - d. TV room
27. Paragraph 3 tells us about ....
  - a. The condition of the writer's bedroom
  - b. The description of the writer's description
  - c. The facilities in the bedroom
  - d. What the writer does in the bedroom
28. What is the most appropriate title for the text above?
  - a. My daily activities
  - b. my house
  - c. a small house
  - d. a beautiful house
29. "but I like living in here for wasting my spare time." (Paragraph 3)  
The word "spare" refers to ....

- a. pleasure
- b. happy
- c. enjoyable
- d. break

30. The purpose of the writer in writing the text is.....

- a. telling her/his house condition
- b. describing his/her house
- c. arranging a story
- d. amusing the readers

Question 30-35 are based on the following text.

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. This shoes really matches on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

*Taken from: Dit. PSMP, 2006*

31. What does the text tell us about?

- a. The writer's close friend
- b. The actor's close friend
- c. The pianist's brother
- d. The tailor's sister

32. What is the main idea of the last paragraph?

- a. The showing of the child friend
- b. The appearance of the old friend
- c. The appearance of the new friend
- d. the introduce the neighbor

33. What kind of the new friend's thing that is beautiful?

- a. blowfish women's shoes
- b. The appearance
- c. Physical appearance
- d. The style

34. What does the word *matches* mean to? (Line 3: This shoes really matches on her)

- a. suitable
- b. style
- c. fits
- d. good

35. Based on the text, the purpose of the text is ....

- a. describing the writer's new friend appearance
- b. explaining the writer's new friend personality
- c. describing the writer's new style
- d. informing the writer's new friend personality

Question 36-40 are based on the following text.

### Singapore

Singapore is an island city of about 4million people. It's a beautiful city withlots of parks and open spaces. It's also aclean city. Most of the people live in high-riseflats in different parts of the island. Thebusiness district is very modern, with lotsof tall new office buildings. Singaporealso has some nice older sections. InChinatown there are rows of old shophouses. The government buildings inSingapore are very beautiful and datefrom the colonial days.Singapore is famous for ittshops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, andthe prices are e reasonable.

*Taken from: Dit. PSMP, 2006*

36. What is Singapore like?

- a. it is beautiful
- b. it is worst
- c. it is uninteresting
- d. it is peaceful

37. What does the word goods mean to? (line 7: *Most of the goods are duty free*)

- a. merchandise
- b. best
- c. food
- d. fine

38. Where do most people live?

- a. in high-riseflats
- b. in a village
- c. in a city
- d. in a suburb

39. What is the topic of the text?
- description of a city
  - scenery in a city
  - beautiful places in a city
  - experiences in a city
40. The purpose of the writer in writing the text is ....
- describing Singapore
  - explaining Singapore's goods
  - describing how to visit Singapore
  - describing the Chinatown

Question 41-45 are based on the following text.

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom says that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

*Taken from: <http://descriptive-text.blogspot.com/>*

41. What does the text tell us about?
- Various cat
  - The writer's pet
  - Description of Sphynx cat
  - A lovely cat
42. What is the main idea of the second paragraph?
- What the writer loves of the cat
  - The Sphynx cat's tail
  - The cat's description
  - The writer's lovely cat
43. How is the Sphynx cat's hair?
- hairless
  - full of peach fuzz
  - little hair
  - full of hair

44. What does the word amazing mean? (paragraph 2: He is really an amazing cat.)

- a. worse
- b. interesting
- c. awesome
- d. attractive

45. The purpose of the writer in writing the text is ....

- a. informing/telling the writer's pet
- b. describing the writer's pet
- c. informing/telling the writer's experience in maintaining pets
- d. explaining the writer's bad pets

Question 46-50 are based following the text.

### **Miley Cyrus**

Her name is Miley Cyrus. She is an actress and singer from USA. She was born on November 23, 1992 in Franklin, Tennessee. Miley Cyrus is the daughter of a country singer, Billy Ray Cyrus. Her mother is Dolly Parton, a famous American singer.

Miley cyrus has an oval face. Her hair is wavy. The colour is brown. Miley Cyrus is a vegetarian. She doesn't like eating some meat.

Her favorite meal is Chinese food. Miley Cyrus has a bad habit. She likes to bite her nails very often.

*Taken from: <http://descriptive-text.blogspot.com/>*

46. What is negative thing from Miley Cyrus?

- a. She is and actress and singer from USA
- b. She is Dolly Parton's daughter
- c. She likes to bite her nails very often.
- d. She has an oval face

47. What is the main idea of the passage above?

- a. The writer's decription
- b. The description about Miley Cyrus
- c. The condition of Miley Cyrus
- d. The unique things of Miley CyruS

48. What's Miley Cyrus like?

- a. has an oval face
- b. The colour is black
- c. Her hair is curly
- d. She is cool

49. What's the purpose of the text?

- a. Describing Miley Cyrus
- b. Describing the experience of Miley Cyrus
- c. Describing the personality of Miley Cyrus
- d. Describing the unique things of Miley Cyrus

50. What does the word country mean? (Line 2: Miley Cyrus is the daughter of a country singer, Billy Ray Cyrus).

- a. town
- b. state
- c. kingdom
- d. motherland



# Appendix 8

## Students' Scores

**STUDENTS' SCORE**

<b>No</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	Adek Lestarining Tyas	60	64
2	Adinda maulani	42	68
3	Aditya Ismawardi	58	64
4	Agam Adianto	70	70
5	Andri Putra Kinaji	50	64
6	Anggit Listiawan	56	64
7	Anisa	56	72
8	Aziz Affandi	66	74
9	Bayu Budi Setiawan	62	72
10	Bela Setiya Kurniasari	72	76
11	Berlin Ryan Kuswoyo P	34	64
12	Daffa Arkenio Primara P	48	62
13	Danang Wijaya	52	70
14	Dicky Candra Aditya	60	68
15	Dio Anggit Priyanto	54	66
16	Dita Kurniasari	56	54
17	Fauzan Nur Wicaksana	76	72
18	Fikri Nur Fauzan	70	68
19	Gilang Surya Pamungkas	52	58
20	Husnul Khotimah Dwi P	66	70
21	Mayang Habibah D	58	72
22	Muhammad Taufiq K	82	82
23	Muhammadf Abdul Majid	58	72

24	Muhammad Aji Saputra	44	76
25	Muhammad Rangga S	52	64
26	Nadia Putri Hutami	46	60
27	Novia Ramadhani	58	62
28	Padma Putra	72	74
29	Puji Astuti	40	64
30	Rida Setianingrum	52	58
31	Ristanti Damar Utami	68	74
32	Surya Ayu Wulandari	62	72

# Appendix 9

## PHOTOGRAPHS

## PHOTOGRAPHS



Students are reading the text from Interactive Multimedia



Students are doing exercises from interactive multimedia



Students are reporting their score

Appendix 10

PERMITTING LETTERS



## BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

### SURAT IZIN

Nomor : 070 / Bappeda / 28 / 2013

### **TENTANG PENELITIAN**

### **KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta  
Nomor : 070/8896/V/11/2012 Tanggal : 13 November 2012  
Hal : Izin Penelitian

### **MENGIZINKAN :**

Kepada :  
Nama : LANUMA RIMBUN P  
No.Mhs/NIM/NIP/NIK : 06202244168  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Kadisono Tegaltirto Berbah, Sleman, Yogyakarta  
No. Telp / HP : 081215535588  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING SECOND GRADE STUDENTS READING SKILL THROUGH  
INTERACTIVE MULTIMEDIA AY SMPN 2 BERBAH IN THE ACADEMIC  
YEAR 2012/2013**  
Lokasi : SMP N 2 Berbah  
Waktu : Selama 3 bulan mulai tanggal: 13 November 2013 s/d 13 Februari 2013

### **Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 4 Januari 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.  
Kepala Bidang Pengendalian dan Evaluasi



*[Signature]*  
Dra. SUCI IRANI SINURAYA, M.Si, M.M  
Pembina, IV/a  
NIP 19630112 198903 2 003

### **Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Berbah
6. Kepala SMP N 2 Berbah
7. Dekan Fak. Bahasa & Seni UNY
8. Yang Bersangkutan



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8896/V/11/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY Nomor : 1314C/UN.34.12/PP/XI/2012  
Tanggal : 12 November 2012 Perihal : Permohonan Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : LANUMA RIMBUN P NIP/NIM : 06202244168  
Alamat : Karangmalang, Yogyakarta  
Judul : IMPROVING SECOND GRADE STUDENTS READING SKILL THROUGH INTERACTIVE MULTIMEDIA AT SMPN 2 BERBAH IN THE ACADEMIC YEAR 2012/2013  
Lokasi : - Kec. BERBAH, Kota/Kab. SLEMAN  
Waktu : 13 November 2012 s/d 13 Februari 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 13 November 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan